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ABSTRACT

A project (ARISE) designed to provide information, referral and counseling on the available resources and services in Providence and in Rhode Island for youth and adult residents of the City of Providence is presented. Objectives include: (1) To help adults improve their self understanding, verify their goals, make firm commitments to their objectives, and grow through education; (2) Assist clients to apply results of educational and/or vocational appraisal to selection of educational institutions and to planning of educational programs; (3) Make referrals to continuing education programs; (4) Inititate programs to prevent and help dropouts; and (5) Establish a clearinghouse of information and publish an up-to-date annual ARISE Directory of Adult Education Programs, Cultural Opportunities and Guidance Services. The course was charted, guidelines set up, and a model was constructed for counseling out-of-school youth and adults. Follow-up activities were engaged in to determine results of the services, to improve methods and procedures, and to establish immediate and future operational criteria. Strengths of the project were found to include: (1) the Directory, (2) the dialogue initiated between the project staff and the uneducated poor, (3) the initiation of TV High School, and (4) the quality of project management. (Author/CK)

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Final Report

ARISE

Adult Referral and Information Service in Education

Project Number 67-3040
Grant Number OEG 1-7-673040-2874
Title III, ESEA of 1965 (PL. 89-10, as amended)

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
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PROVIDENCE, RHODE ISLAND 02906
(401) 272-4900 - Ext. 241-242

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FINAL REPORT

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DR. MARY C. MULVEY, Director

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Final Report prepared by the ARISE Director and Staff.

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ADULT
REFERRAL
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SERVICE
IN
EDUCATION

ARISE

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FUNDED UNDER A TITLE III ESEA GRANT

ARISE
END OF PROJECT EVALUATION

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ARISE
Adult Referral and Information Service in Education

PART I. END OF PROJECT EVALUATION

Section A--Final Evaluation

The report should show evidence of the effectiveness of your project in improving the educational opportunities of the persons in the area served and must reflect your original evaluation design, as approved by the State Title III Office.

Project ARISE--Adult Referral and Information Service in Education (and related programs in guidance and cultural enrichment)--is designed to provide information, referral and counseling on the available resources and services in Providence and in Rhode Island for youth and adult residents of the City of Providence.

The objectives, which have remained essentially the same over the 3-year period, are:

1. Help adults improve their self understanding, verify their goals, make firm commitments to their objectives, and grow through education.
2. Assist clients to apply results of educational and/or vocational appraisal to selection of educational institutions and to planning of educational programs.
3. Make referrals to:
    a. Continuing education programs which will contribute toward the development of personal and intellectual growth and enrichment in the arts, sciences and humanities--intrinsic learning.

    b. Opportunities which would meet the everyday responsibilities and challenges--extrinsic learning--including vocation, career, home, community participation, leisure time pursuits, preparation for degree programs, retirement living, vocational and in-service training, coordinated adult basic education and high school equivalency programs, training and apprenticeship opportunities, extension division and part-time college degree programs, special degree and certificate offerings, continuing education for women programs, up to graduate professional training.

   c. Existing community resources that provide supportive services--homemaker, housekeeping aides, and casework services; employment, limited employment, and sheltered employment programs; recreation, protective services, legal aid services, health maintenance programs, transportation assistance, and diagnostic and screening health clinics, which may be necessary to enable adults to attend class.

4. Initiate programs to prevent dropouts and help dropouts to complete their education.
5. Establish and maintain a clearinghouse of information; conduct an ongoing program in dissemination of information; publicize facilities available; answer inquiries; reach out into the community to establish working relationships with public and private organizations; assess adult education and guidance programs; devise innovative techniques for effective communication and coordination among institutions providing programs; provide leadership in community planning for program development and school-community relations; and act as a catalyst to generate maximum utilization of programs, to promote services for adults where their needs are not being met, and to bring all relevant community resources to bear on areas of critical need.
6. Publish an up-to-date annual ARISE Directory of Adult Education Programs, Cultural Opportunities and Guidance Services which would be used as a basic tool of operation by ARISE for providing accurate information, and enough information to allow candidates some range of choice of institutions and programs, to help them to use educational offerings effectively, and to motivate them to further their education (included).

ARISE DESCRIPTIVE SECTION

During the first year of operation our efforts were exploratory and experimental. We attempted to chart our course, set up guidelines, and construct a model for counseling out-of-school youth and adults. We tried to develop criteria for evaluation of the project by proceeding empirically, and by gathering information while the project moved so that these data might be used to alter and/or to improve our program. We engaged in follow-up activities to determine results of our services, to improve our methods and procedures, and to establish immediate and future operational criteria.

The initial phases of our evaluation system included: 1) ARISE staff interviews with Computer Service Consultants to investigate our ultimate statistical goals; 2) decisions on types of data necessary to attain these goals; 3) development of a coding system for interviews; and 4) design of a form on which interviews and other information may be coded. The later phases would include key-punching data on IBM cards, computer-sorting, and analysis of results for evaluation of the ARISE Center services, and other pertinent data.

Briefly, the first year saw ARISE get off the ground and attain operational viability. We accomplished: 1) establishment of ARISE as a clearinghouse and a readily indentifiable entry point to answer inquiries about available programs and resources, and make appropriate referrals; 2) a mechanism for dissemination of information about relevant and available programs, and for motivating adults to utilize the offerings; and 3) a source of information and counseling to assist adults within a total educational program.

The demand for our assistance became ever-increasing as more and more people became aware of the ARISE Center through publicity and public relations via mass media, staff services and field workers' contacts. ARISE was publicized through news stories, distribution of brochures, letters, radio and TV public service announcements, and personal appearances and interviews with the Project Director via radio and TV. Requests from students, teachers, supervisors, and guidance personnel became more numerous. About 200 individuals from outside the project area contacted ARISE for assistance; and more individuals than we could keep track of requested copies of the Directory--about 30 percent of whom live outside Providence.

The demand for the ARISE Directory of Adult Education Programs, Cultural Opportunities, and Guidance Services justified its acute need; and its use has warranted continuous revisions, updating, and expansion. In gathering information for the Directory, and in enlarging it to include cultural opportunities and guidance services, we found that the many phone calls and field visits in this effort provided an excellent opportunity to explain the purpose and services of ARISE and to enlist continued support and cooperation for future community activity and service wherever feasible.

Our cooperation with organizations and agencies promoted visibility for Project ARISE, and laid the groundwork for continuing communication. We established personal contact with 175 educational organizations and agencies, 37 sources which provide lectures, films, and speeches, 36 representatives of groups,clubs, and organizations, 20 persons in drama groups, and 32 individuals engaged in music and arts. We made increasing contacts with poverty-serving agencies, and developed a cooperative relationship with all units of Progress for Providence (CAP Agency, OEO) to the extent that this agency assisted us in the duplication of our 3rd edition of the ARISE.

We cooperated with the Providence City Plan Commission in drawing up a Proposal for a Planning Grant under the Federal Model Cities Program; and later Providence received the grant. We designed a proposal for an Adult Learning Center for residents of the Model Cities area as a first step toward our ultimate objective of Project ARISE for a Center for all Providence residents.

We revised and enlarged the Advisory Committee, and established regular meeting times.

During the first year ARISE began to focus on unmet needs as evidenced by the Center's counseling and referral activities for High School Equivalency. No free classes for adults were available during the summer; and only limited free opportunities were available in the Fall and Winter terms at Central Evening High School and in the 8 Community Schools (the latter open to only those living in the poverty areas). To meet the deficiencies in High School Equivalency offerings, we recommended to the Providence School Department that: 1) High School Equivalency classes be established on a twelve-month basis; and 2) enrollment never be "closed", but classes be formed every time that a group of fifteen adults wish to enroll. We did not achieve these objectives but have continued to take additional remedial steps in this direction.

As a first step in our broader assessment of immediate needs, ARISE, in cooperation with other educational and community groups, initiated promotion of TV-High School under the auspices of the Manpower Education Institute of the Foundation on Automation & Employment, New York. Spurred on by the knowledge that about 2/3 of the occupations difficult to fill require a high school diploma or its equvalent as the minimum educational background, we tried to identify school dropouts and then referred them to whatever educational and training programs were available, and to appropriate guidance and texting programs. TV-High School was a breakthrough to acheiving a measure of flexibility for those whose needs could not be met by the limited existing services. The potential population to be served was (and is) vast: 1) only 60 percent of 9th grade students graduate from high school; 2) 25 percent in Providence drop out of school each year, all the way from junior high up through senior high--about 1,000 annually; 3) more than 100,000 adult residents of Providence have not finished high school; and 4) Providence ranks 40th in the country in terms of high school completion.

Among the new services which ARISE planned in cooperation with the Providence Public Schools Guidance Department and other community agencies was an outreach program to those high school students (mostly seniors) who were not going on to college and to those who had graduated from our secondary schools but had not enrolled in further educational and training programs. Attention from high school guidance counselors is for the most part concentrated upon the college-bound. Our target population was, and is, the non-college bound senior class students, to get acquainted with them so that they will visit us later for educational and/or vocational guidance, and/or to map out a developmental educational plan for them now or in the future. We would help them to assume productive roles in our industrial society, and to maintain a standard of living and a sense of dignity comparable to that of the 20% of our secondary school graduates who finish college.

Several efforts to establish educational programs to train paraprofessionals for supportive services such as teacher aides, homemaker aides, nurses aides and social worker aides came to successful conclusions. Rhode Island Junior College, Rhode Island College, and others have introduced these programs (listed in the Directory, included). These opportunities would enable adults to advance themselves educationally and culturally, provided they have the basic high school diploma or high school equivalency certificate.

Special effort was extended toward providing services for women to help them get back into the mainstream of work, study, etc., after their home/family demands begin to diminish. We investigated Retirement Scholarships; but we did not succeed in promoting additional opportunities to those already offered by University of Rhode Island and Providence College.

Although the first year was short (a slow beginning shortened the year to about 9 months), it brought numerous important constructive achievements, but from a summary view, it also revealed a degree of non-productivity. A reappraisal of the whole educational system would be necessary in order to bring about a complete change. For example, a revamping of the system would be necessary to educate for more efficacious use of leisure time, for more flexible educational offerings in terms of time and location, and for a greater commitment to provision of continuing and/or remedial education for out-of-school youths and adults.

Evaluation continued to be an ongoing part of the project. We served in excess of 665 adults during the first year. Additional unmet needs became evident through follow-up contacts and through ongoing statistical analyses of clients' requests and problems, methods of establishing contact with the ARISE Center, and resources utilized. While no valid conclusions could be drawn from our inadequate experience, we felt that our original assumption which formed the basis for ARISE was substantiated, namely that "counseling and information-giving can be a crucial ingredient in an educational program for adults, and is often a prerequisite in providing successful educational programs".

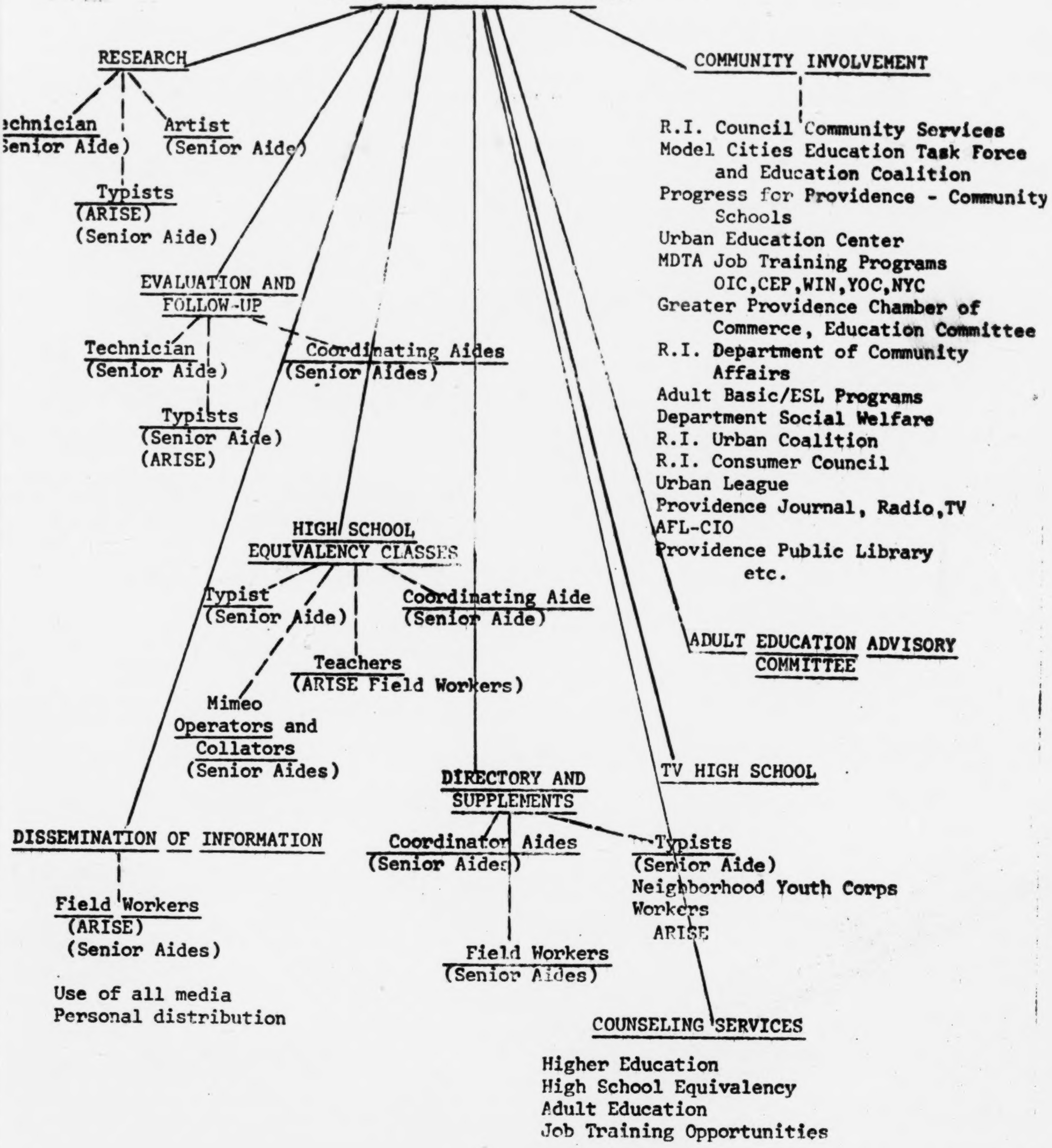
The continuing history of the ARISE Project and its several activities during the next two years makes for an interesting study of productivity, and some non-productivity. The staff continued to be involved in the process of alerting the community of Providence and surrounding areas in the state to the needs of the under-education, and to the facilities and resources available for them to upgrade themselves in education, culturally, and in job-training; and at the same time we have actively sought to increase those resources by pointing out the needs and by working with, and for, other agencies in the field of continuing education.

Senior AIDES added significantly to our level of functioning and to the scope of the work. The following chart shows, not only the ARISE organization, but also the extent to which Senior AIDES have been integrated into ARISE. This program began in July, 1968, funded under a grant from the U.S. Department of Labor through the National Council of Senior Citizens, Inc. We enclose a copy of the Senior AIDES Hearing which describes in detail their work and their accomplishments.

On July 1, 1969, we prepared a FIRST EVALUATION (SELF) for the State Title III ESEA evaluators. This lengthy evaluation is on file in the State Title III Office so we are not including it in this report.

As a result of this written self evaluation and two visits by the State ESEA evaluators and members of the Advisory Committee, an EVALUATION REPORT--FY 1969 on PROJECT ARISE was prepared and sent to us. It summarized the program and emphasized its strengths and weaknesses. We now discuss the report.

ARISE STAFF ORGANIZATION



SUMMARY

EVALUATION BY STATE ESEA TITLE III, R.I. STATE DEPARTMENT OF EDUCATION, FY--1969

"ARISE (Adult Referral and Information Service in Education) is a demonstration center designed to provide information, short term counseling and referral services for adult residents of Providence. Through appropriate guidance techniques, the staff encourages adults to explore their potential for further education. A further aim of the Center is to become a focal point for community school planning for purposes of improving Providence's total educational environment for young and old alike.

"Thus, ARISE staff attempt to develop in those adults of Providence who lack education or awareness of their need for education, the availability of Basic Education programs, and the almost unlimited possibilities for their further education once the Basic Education requirements have been met. Further, the Needs Assessment indicated the need for the study of dropout-delinquency-truancy problems."

In order to avoid too much repetition in this End-of-Project Report, we shall discuss briefly whatever issues call for comment. In our comments we shall try to mention whatever activities are not included in the State Summary in order to "round out" the Narrative history of ARISE before we present the quantitative Evaluation.

For complete information about the second year of Project ARISE, 1967-68, we refer the reader to the Second Continuation Proposal, submitted December 1, 1968. Activities from that time to the end-of-project are referred to throughout this report.

STRENGTHS OF THE PROJECT
reported by
EVALUATION TEAM ESEA TITLE III, R.I. STATE DEPARTMENT OF EDUCATION, FY-1969

1. The Directory of Educational and Cultural Opportunities compiled and published annually by the Project is a most worthy, critical, and innovative endeavor for the State. Over 6,700 Directories were distributed through June, 1969. It can be stated unequivocally that no course of general or specialized interest is taught in and around the City of Providence which is not in some way listed in the Directory. Further, it is now an established custom for program planners to notify the Center of pending additions or changes in course offerings. Recreational and cultural programs are also listed in the Directory so that it may be said to present to the interested reader a complete synopsis of self-improvement opportunities.

   Since many Directories are in the hands of employment counselors and welfare workers, it may be assumed that at least two referrals to educational opportunities have been made with each Director. With the direct referrals made by the Center added to referrals made from the Directory, over twenty thousand referrals can be claimed at a unit cost of less than eight dollars. It should be further noted that the number of referrals approaches 20 per cent of the estimated population of Providence which has not finished high school.

   It would be a distinct loss to the community, and particularly to that portion of the citizenry which can least ably sustain the loss, if the Directory were not continued as an annual publication.

2. Outstanding is the dialogue initiated between Project staff and a significant portion of the uneducated poor whose last educational experience were either forced departures from school for economic reasons or frustrating attempts to learn incomprehensive subjects.

3. Commendable also is the initiation of TV High School, an educational television home study program for disadvantaged persons.

4. Project management has been exemplary, based on the effective and dedicated leadership of a well-rounded staff and supported by the efficient use of senior citizens as aides. Also, noteworthy is the coordination of ARISE with other existing adult educational programs in the City. Statistical records and studies compiled by the staff are comprehensive and accurate.

ARISE Additions to "Strengths of the Project"

We appreciate the complimentary remarks of the state evaluators, and would like to add additional activities to their list of positive results.

The Adult Education Advisory Committee, as part of the ARISE program, has made it possible for all agencies concerned in some way with the education of adults to get together on a periodic basis, pool their information, and generally present a more coherent approach to the educational problems of the adult. Members of the Advisory Committee represent a broad spectrum of agencies and community resources and, in turn, spread information regarding the activities and services of the Adult Education Department to their various areas.

The work of Project ARISE with Model Cities has been particularly helpful to that Agency. ARISE personnel assisted in the original application for the Model Cities Planning Grant, actively participated in the Education Task Force, Education Steering Committee,and Board of Directors of the Adult Education Coalition for the establishment of the Adult Learning Center. The influence of our trained staff has been helpful to the Model Cities Agency in establishing the Adult Education Coalition and in the areas of counseling, knowledge of community resources, and compilation of data.

ARISE personnel have cooperated with the Rhode Island State Council on the Arts in promoting the Ticket Endowment Program. The basic purpose of this program is to reach new audiences who might not otherwise be financially able to attend first class performances, by subsidizing a portion of the ticket costs. Through this effort great bentfits and enjoyment can be realized by the individual, the arts, and the community. Tickets are generally half price.

The ARISE Project Director has taken top-level assignments: 1) giving testimony before Congressional Committees on several occasions, 2) participating in invitational White House Conferences, and other national, regional and state conferences, 3) appearing on national T-V programs, 4) membership on advisory committees from the national down to the local level, and 5) writing book reviews of a professional nature, contributions to handbooks, etc.

One of the most effective facets of the ARISE program is "Dissemination of Information." Within this context, ARISE conducts an ongoing Public Relations/ Community Relations program with all mass media, holds conferences and interviews, provides speakers for educational and civic organizations, and communicates with agencies and individuals. This is all accomplished on a professional level and is a routine function of the program. One of the highlights of our dissemination activity is the Conference of One Hundred, May 13, 1970, funded under a State Title III Grant. This will have broad dissemination. We enclose a copy.

One of the prime functions of ARISE is to establish and maintain a clearinghouse of information as a component of the center for dissemination of information. The touchstone of the function of maintaining a clearinghouse is the careful selection and cataloguing of relevant materials for the use of the ARISE staff as well as other community agencies, such as Model Cities, Progress for Providence, R. I. Council of Community Services, Urban Education Center, and others, as well as the Providence School Department.

Accordingly, the part-time professional librarian on the ARISE staff has meticulously catalogued all the material in the office, and has developed an ARISE Library. These library materials consist of books, pamphlets, periodicals, tapes, and films devoted to the field of adult and continuing education, and related subject matter. Reference books consist of dictionaries, directories, and yearbooks. A file of over one hundred school and college catalogues is maintained. The periodical files comprise twenty-five publications of weekly, monthly, and quarterly issues. Books and pamphlets are catalogued by standard library procedure. Catalog cards are made for each item by author, title, and subject.

A classification scheme included for subject matter has been devised, using standard reference subject headings, in the main, with adaptations as needed to facilitate usage of the material. Sub-classification break-downs are included for specific topics under the main subject headings. The catalogue cards carry all pertinent information for each item, including analytic and descriptive notes.

The books and pamphlets are labeled in accordance with the marking on the catalogue cards to show the location of the material in bookcases or pamphlet files, and are arranged alphabetically by subject and author. The subject classification word or words, rather than a numerical system figure, is placed in the upper left corner of each card, which same is carried on the label, to show the location of each individual item. Princeton Files, #1013, 10 1/2" high, 10" deep, and 3 3/4" side, with felted bases, are used for the pamphlet material.

Currently, approximately 200 books and 600 pamphlets have been catalogued. Additions are being received and catalogued regularly. School and College catalogs are not catalogued as such, but a list of titles is maintained, and the catalogues are arranged alphabetically on a display rack, as are Directories.

The library source material may be borrowed by responsible individuals, e.g., teachers and research workers, for a limited period and is available for use at any time in the School Department headquarters. This material was invaluable when the ARISE personnel were asked to take leadership in drawing up a premilinary Dropout Prevention Proposal for the City of Providence, under ESEA Title VIII. Having these resources at hand has enabled our research personnel to be a source of information and help to other agencies as well as in ARISE studies.

The Subject Classification Scheme is included.

The ARISE staff have developed expertise and useful techniques in counseling adults as we work within the framework of ARISE objectives. Special training for counselors has been developed for the elementary, secondary and college levels; but only one university in the United States, to our knowledge, offers a course in counseling adult students in general. Counseling adults is a highly specialized role because adults are different from children and have special counseling needs. We have included in the Report of the Conference of 100 a mimeo'd copy of "Adults Have Special Counseling Needs" (Section 3).

AREAS TO BE STRENGTHENED
as stated by
EVALUATION TEAM ESEA TITLE 3, R. I. STATE DEPARTMENT OF EDUCATION, FY-1969

1. The Center has had only moderate success in solving the global problem of preventing dropouts, delinquents, and truants. The failure of ARISE to effect the return to school of over two-thirds of the 955 dropouts in the 1967-68 school year emphasizes the seriousness of the dropout situation. However, the problem is global and it should be mentioned that, according to the Project Director, approximately one-third of the dropouts did make plans to resume their education either because of, or before being contacted by ARISE personnel.

2. ARISE and Adult Education in Providence should be placed under one Director in one central office with adequate funding and more direct liaison with employment and welfare agencies operating in the same community by a "lending" of personnel within offices so that the three types of agency could more effectively supplement each other.

3. Objectives should be rewritten in behavioral and more measureable terms so that impact on target population and their behavior can be more carefully determined.

ARISE fully agrees with, and appreciates the above comments, and we present a discussion on these topics in the following pages.

Comments on "Areas To Be Strengthened"

In reacting to these issues, we are also incorporating additional activities and accomplishments of ARISE in order to avoid repetition.

1. Dropout Problem

Our lack of success with the dropout problem reflects the evaluators' statement that the dropout problem is a global one. It cannot be expected to be solved through one dropout retrieval attempt conducted by Senior AIDES as a demonstration project. Project ARISE was not expected to operate a concentrated program to "prevent dropouts, delinquents, and truants". According to our stated objective, we would "initiate programs to prevent dropouts and to help dropouts complete their education." We have met that commitment. We have concentrated on devising ways to help non-college bound high school students complete their education through our ARISE information and referral services; and we have succeded in establishing new approaches to High School Equivalency preparation, and expanding those already in operation.

We established TV High School in Rhode Island through WSBE-TV, Channel 36, the Rhode Island Educational TV Station. There is no definite way of determining how many have prepared for the High School Equivalency test through this medium because of the home-viewing element. However, we have cooperated with the Division of Adult Education of the State Department of Education in devising a new application form for those who apply to take the High School Equivalency Test, in which applicants are asked to indicate how they prepared for the test. TV High School is included as one of the possible methods of preparation. We video-taped with our Ampex equipment, through the cooperation of the State Educational TV station, the complete TV-High School Series; and we are ready to provide a viewing area and offer the series, with instructional help.

Another plus in our effort to help persons complete their high school education is our Movie High School on a free loan basis from the Manpower Education Institute of New York. This is the complete TV-High School series reproduced on 16 mm sound film, and may be shown in any place where a projector is available.

We report here an experimental project in High School Equivalency.

One year ago ARISE established three pilot High School Equivalency classes--two in branch libraries in opposite sections of the city, and one in the Rhode Island Hospital for their employees. The classes at the libraries continued during the Summer, but were disbanded in the Fall when the regular High School Equivalency classes at Central Evening High School resumed. Those attending library classes were invited to join the class at the Rhode Island Hospital, which was held in late afternoon. This class continued to have a nucleus of ten students who attended regularly.

Classes were conducted with ARISE fieldworkers only--nuns who were teaching or who formerly taught. Materials used were supplied by the ARISE program as well as by the fieldworkers themselves.

We are happy to report that 7 of those attending the High School Equivalency class at Rhode Island Hospital have received their High School Equivalency Diplomas! Four of the students attended classes for one year (two of them attended at the libraries, moving from one to the other as they were phased out, then joining the hospital class), and 3 joined the class at the beginning of 1970.

When we consider that these classes were conducted as an experiment by ARISE to determine the effect of holding classes conveniently timed, and located in neighborhoods near the students rather than in one central location only, the results are gratifying indeed. Furthermore, when we compare the proportion of persons in this class who have successfully passed the G.E.D. Test with the proportion of those who pass the G.E.D. Test each year in the state (only 1/2), we feel that our experiment, though small, has served its purpose. It has shown what good teaching, convenient location and time of class, and individual perseverance on the part of students and teachers alike can accomplish.

In addition to the foregoing activities, we established a TV High School viewing and instructional group at Holy Name School during the 1969 fall series, 5 evenings a week, for 12 weeks. We used a Senior AIDE (certified teacher) as a resource person to answer questions arising from the TV presentations. We also loaned TV High School Kits to viewers, and have helped others to purchase them.

We have processed over 800 requests by clients who have approached us seeking to complete their high school education, and have referred them to TV High School and to other appropriate programs where available.

We publicize High School Equivalency programs in our annual ARISE Directory. In addition, we have developed a special supplement on educational opportunities for dropouts which hopefully will serve as motivation for them to complete their education.

Twelve Senior AIDE field workers conducted a Crash Recruitment drive in August, 1968, to get high school dropouts to return to school who had withdrawn from the Providence Public Schools during the 1967-68 school year. One Senior AIDE organized the drive and supervised the operation. Of the 955 dropouts, Senior AIDES were able to contact 222 personally, and 186 through their families or others. They distributed a special brochure on educational opportunities (which they helped to collate), Happiness is a Diploma, compiled by the staff of Project ARISE. They left 408 of these special directories; and, when inappropriate to leave a Directory, they left literature describing the ARISE program, with forms to be filled out and mailed in to our office. They left no literature in 298 cases.

The AIDES also compiled statistics on adults in families of dropouts to attempt to enroll them in Adult Basic Education or High School Equivalency classes, whichever were appropriate. Results of this speedy demonstration drive were:

Contacts completed	222
Intermediary Contacts	186
No contacts completed	
Wrong address	237
No answer	249
No Call (because house demolished or vacant lot)	61
Total	955

A quick check-up during the first two weeks of the school year 1968-69 revealed that 60 of the dropouts whom the Senior AIDES visited returned to the same schools from which they dropped out. We did not pursue the follow-up further to determine how many transferred to other schools, were attending other educational programs, entered the Armed Services, got married, etc.

In June, 1969, the ARISE Project Director gave testimony before the Senate Subcommittee on Education in Washington, D.C., in support of S-1663 which proposed to extend the Adult Basic Education program to provide instruction through the 12th grade level. Her testimony was well received and has been published in the Proceedings of the Hearings, HEARINGS before the Subcommittee on Education of the Committee on Labor and Public Welfare (included). She continued her support of S-1663 through frequent contacts with the R. I. Congressional Delegation. Finally, S-1663 passed as part of the Amendments to ESEA of 1970. As a result, the Providence Adult Basic Education Program will launch a High School Equivalency Program in the Fall of 1970, on a small scale in the beginning (called Post-ABE), to serve those who have passed the 8th grade level under the ABE Program, and later to include others.

ARISE personnel, at the request of the Providence School Department, developed a Preliminary Proposal for a Dropout Prevention Grant under Title VIII, ESEA of 1965. To devise this proposal, we conducted planning activities, arranged meetings and conferences, prepared, sent out, and evaluated questionnaires, secured consultants, and used our complete staff to finalize the proposal, type and duplicate same, and sent copies to the Federal Government and to the State Department of Education. ARISE developed valuable statistics to document the need for the Project. The State gave high priority to the Proposal, but funding from the Federal Government has not been granted yet.

The initiation of programs to "prevent dropouts and to help dropouts complete their education" is only one among ten objectives of the ARISE program. ARISE has contributed toward solving this problem in a very small way; and we feel that we have gone way beyond the call of duty in our efforts to explore the problem and to take both general and specific ways to cope with it.

2. Organization of Adult Education

We are happy that the State Title III evaluators pointed out the uncoordinated method of operation of the Adult Education program within the Providence School Department. We have recommended time and time again that the disorganized system of the Adult Education Program within the Providence School Department be corrected. This can be implemented by a reshuffling of authority and responsibility which will result in better service to adults of Providence in terms of efficiency of operation from both a personnel and financial standpoint.

The University of Rhode Island team who assisted us in 1966 in the evaluation of adult education programs in the Community Schools recommended that all Adult Education Programs (at least academic) be staffed under one head. We recommended to the Model Schools Subcommittee of the Providence School Committee in 1968 that the various Adult Education Programs be organized under one head; and we made the same recommendation to Dr. Charles O'Connor, our former Superintendent, and to Mr. Louis I. Kramer who succeeded him as "acting" superintendent. All favored the idea. In the fall of 1969 we made the same recommendation to Dr. Richard C. Briggs when we submitted to him, at his request, job specifications for our staff in Project ARISE and in Adult Basic Education.

We emphasized that there is not a single more urgent problem facing us than the establishment of an overall unifying unit that will coordinate all adult education programs for the general adult population of Providence within one central office. This would facilitate more direct liaison with employment and welfare agencies and make better utilization of personnel in these offices so that these respective agencies might more effectively supplement each other.

An indication of the seriousness which we placed (and still do) on the quick and efficient reorganization of the present adult education arrangement is the fact that there is no one central education unit which adults can call their own. Effective leadership in the promotion of adult education for the general population cannot be realized without benefit of a functional facility within the Providence School Department which integrates all adult education programs, and which can be used by adults of all ages, of all socioeconomic strata, of all educational levels, of all interest and career orientations, and at any time of the day or evening, and on a year-round basis.

As part of our commitment under ARISE to assess the current situation and try to improve conditions, we found that we were doing a spotty, fragmented job in Adult Education in Providence. In addition to the lack of a physical facility, and even sufficient space for administration of our current program, we suffer from operational diffuseness which contributes to a breakdown in communication. There are several programs in operation--all separate and uncoordinated, and uncommunicative:

1) Adult Basic Education (ABE), in the Adult Education Office, 53 Jenkins Street--responsible to the Assistant Superintendent for Secondary Schools and Special Programs.

2) ARISE (Adult Referral and Information Service in Education) in the Adult Education Office, 53 Jenkins Street--responsible to the Assistant Superintendent for Federal Programs.

3) Central Evening High School at 70 Winter Street--responsible to the Assistant Superintendent for Secondary Schools and Special Programs (I submit the reports to the State Department of Education, however).

4) Central Vocational Evening School, 70 Winter Street--responsible to the Assistant Superintendent for Secondary Schools and Special Programs.

5) Transitional Room for Dropouts, Hope High School--responsible to Assistant Superintendent for Guidance.

6) Community Schools--responsible to Assistant Superintendent for Federal Programs and to Progress for Providence.

7) New Careers--responsible to Assistant Superintendent for Federal Programs.

All of these separate programs should be coordinated and responsible to the Supervisor of Adult Education, whose classification should be re-defined. This thesis can be supported by glaring examples of duplication of effort and lack of communication.

The present and future programs in Adult Education, in order to be productive, need a top level administrator with status higher than Supervisor, directly responsible to the

Superintendent of Schools. Only in this way can programs be coordinated and mutually beneficial to adult consumers, and can economic efficiency be realized.

3. Objectives in More Measureable Terms

Project ARISE has reached the termination of its federal funding. By stretching our funds through the use of Senior AIDES, we were able to extend the termination date to March 31 instead of January 31. Obviously, it was too late for us to restate our objectives in "behavioral and more measureable terms" at the time the state evaluators submitted their report, since we were at the end-of-project evaluation stage, and were about to measure results in terms of our originally stated objectives. We include in this report our evaluation results, whatever correlations are available from our computerized data, qualitative appraisals, and documentations to substantiate them.

In some cases, it is virtually impossible to measure accurately attainment of objectives. For example, up to now we are not able to determine how many persons participate in TV High School in preparation for the High School Equivalency test, how many study on their own at home or in a library, or prepare in other ways as a result of our counseling and dissemination of information.

With the exception of those who viewed TV High School in the Adult Education Department offices during the summer of 1968, and the group which has viewed the series in the Holy Name School during the Fall of 1969, ARISE unfortunately has not been able to determine the actual number and kinds of persons who watch TV High School. A sample poll has been considered but the logistics of this had been prohibitive.

The basic statistical problem relates to determining the number who have participated in the program on home sets equipped with UHF to received Channel 36. Another problem is that some "home" viewers may be participating in preparation for the High School Equivalency Test, while others may be viewing it for their own enrichment. Several have requested ARISE to help them get TV High School Study Kits, but not enough for us to infer how many were participating in the program.

In an attempt to ascertain the source of preparation for the High School Equivalency Test, we designed a form which applicants would fill out when they appear to take the High School Equivalency Test at the State Department of Education. We finalized a workable system with the Chief of the Adult Education Division of the State Department of Education who administers the HSE Test, but this application form is of such recent origin that results of this innovation cannot be recorded here.

Furthermore, Study Kits for TV High School are kept on hand by the public libraries; but library records do not break down requests for High School Equivalency help and information by requests for TV High School Study Kits and for the traditional reading materials for home study.

Therefore it is disappointing, after initiating the program and working out a number of supportive aids for it, that we are unable to estimate the effect which the TV series has had on those requesting to take and/or who have taken the High School Equivalency Test. Measurement is therefore impossible; and an evaluation of this program remains for the future.

It is equally impossible to determine who and how many continue their education through institutions of higher learning, who enrol in job-training courses and other programs as a result of our various methods of dissemination of information and/or through consulting the ARISE Directory. Dissemination of the ARISE Directory is discussed throughout this Report within various contexts. One example of how far-reaching its effects may be and which we shall never be able to measure is the use made of it in a 16-mm sound film developed by the University of Rhode Island Program in Gerontology--"Adventures in Learning." This film opens with a shot of the ARISE Directory. Dr. Arthur Adams, a former president of the University of New Hampshire, is presented reading the Directory and saying, "...If retired persons tried to do the things that are listed in the Directory, they wouldn't have any empty hours on their hands for the rest of their lives..."

Project ARISE takes the global approach, encompassing the educational, cultural, and guidance needs of the general adult population to help them raise their socioeconomic status and that of the community. We think we have made a contribution in this respect; but the extent of our impact cannot be evaluated completely in behavioral and measureable terms because our effects are far-reaching and limitless in extent.

In addition to the Report of the State Title III Evaluation Team, we conducted a survey to determine what impact ARISE had on the community. We present our results in Section B of this End-of-Project Evaluation.

Further descriptive references of ARISE may be found in the following materials, all of which are available in the R.I. State Title III Office:

First and Second Continuation Proposals, 1967, 1968

Report of the Workshop in Adult Education, Viking Hotel, Newport, R.I., October, 1968

Report of the Communications Task Force Luncheon Meeting (Follow-up of Newport Workshop), December, 1968

Report to Model Schools Subcommittee of Providence School Committee for a Model Adult Education Program, August, 1968

Conference of One Hundred, May, 1970 (included)

This End-of-Project Evaluation includes, in addition to this Section, the following:

Section A--Final Evaluation
STATISTICAL DESIGN SECTION
ARISE CASELOAD SECTION
FOLLOW-UP SECTION

Section B--Effectiveness of the Project as a Demonstration Project
WILL ARISE CONTINUE?
HOW EFFECTIVE IS ARISE?

The largest part of this report is devoted to the statistical analysis of the program.

STATISTICAL DESIGN SECTION

Evidence of the effectiveness of Project ARISE in improving the educational opportunities of adults is based on quantitative and qualitative analyses. Data on clients are based on personal information obtained in initial and follow-up interviews with those who contact the ARISE office or ARISE workers for educational, vocational and related information and/or from those whom the ARISE office has contacted in order to motivate individuals to begin, or to continue to take advantage of, educational opportunities.

Personal information was recorded on permanent record cards separately for each client. In order to tabulate the data or lack of data for interpretation, all of the personal information furnished by the clients was classified to the extent of data collected, in some or all of 40 categories. Coded data from the ARISE permanent record cards were transferred to IBM cards, key-punched and computer-sorted, at Brown University and University of Rhode Island. Twelve of these 40 variables were computerized in a two-way frequency breakdown with all the rest. Final tabulation, correlation, and interpretation were done by the ARISE staff; we now report results.

The forty variables which we planned for our analysis are:

City of Residence
Census Tract
Date (month, year)
Initiator
Type of Contact
Result of Contact
Age
Sex
Marital Status
Education Level Completed
Type of School
Last School Attended
Professional or Vocational Training
Cause of Leaving School
Current Employment Status
Length of Employment Status
Kind of Work
Source of Knowledge about ARISE
Previous Contact with ARISE
English Proficiency

Initial Educational Objective

Resulting Educational Objective

Follow-up Needed

Financial Role in Family

Number of Dependents

Type of Follow-up Contact

Nature of 1st Request

" " 2nd Request

" " 3rd Request

" " 4th Request

Request for Scholarly, Professional, Related Info.

Type of 1st Referral

" " 2nd Referral

" " 3rd Referral

" " 4th Referral

" " 5th Referral

Results of Referrals

Number of Follow-ups

Action Taken by Client

Related Information

The 12 variables which we chose for the two-way sort are: Residence (inside Providence, outside Providence, and out-of-state); Providence Census Tracts (N=37); Initiator of Contact; Age; Sex; Marital Status; Educational Level Completed; Nature of 1st Request; Nature of 2nd Request; Type of 1st Referral; Type of 2nd Referral; Source of Knowledge about ARISE. In addition, frequency distributions for the total 3-year period, by months, for 1967, 1968, and 1969 respectively were computed for each variable. This variable and the other 12 variables were considered sufficient for obtaining the correlations needed for our evaluation.

It is important to note that not all 40 categories were used for all clients because some of the information called for required a follow-up on the entire caseload. This procedure was not feasible because of limitations of time, personnel and funds. It is obvious that the variables, "type of follow-up contact", "results of referrals", "action taken by client", and "number of follow-ups" could be used only in a follow-up study and not in the general analysis. We carried out a follow-up study on a random sample of 187, and report these results in the FOLLOW-UP SECTION.

It is important to note that only "nature of 1st request" and "type of 1st referral" were used in the statistical analysis because of small numbers of requests and referrals beyond the first one. Other variations from the original plan will be noted as we report results throughout this report.

With the exception of the 1967-1968 Dropout Retrieval Program, no large-scale follow-up was undertaken. These results were coded by the ARISE staff with the help of Senior AIDES. Coded data were key-punched and computerized at Brown University. Final tabulation and correlation was done in the ARISE Office and results were included in the 1968 Proposal for the ARISE Continuation Grant and were also used by ARISE for the Dropout Prevention Proposal under ESEA Title VIII.

Data concerning the dropout study have not been included in the computerized analysis of this evaluation. Also omitted from the general tabulation in this report is the distribution of 700 copies of our ARISE Directory supplements for dropouts, 1285 copies of the Directory supplements for Providence high school graduates who are not planning to go to college, and the thousands of copies of the ARISE Directory which were distributed automatically without being requested by an individual or an agency.

Reluctance of some clientele to give personal data over the telephone, and breakdown of data processing effectiveness in transferring human reactions and multiple referrals to record cards brought unforeseen difficulties in the statistical evaluation. Revision of the coding system and procedures to include additional data were constantly necessary because of the innovative character of the ARISE service. Widespread use of the Directory, as indicated by enthusiastic responses to our publication, indicate an immeasurable number of referrals through that source--on one's own or through an agency; and these "unknowns" cannot be included in the evaluation. It was necessary to make some arbitrary decisions.

Our evaluation covers two samples: 1) Entire caseload, and 2) Follow-up sample.

ARISE CASELOAD SECTION

I. REQUESTS FOR THREE-YEAR PERIOD

Quantitative analysis of Project ARISE, based upon frequency of requests for the three years, 1967, 1968, and 1969, is presented in Figure 1. The year 1967 had 758 requests, 1968 had 1538, and 1969 had 1362, making a total of 3658 for the three-year period. Our complete ARISE caseload is larger than 3658. It is important to emphasize here that this total represents only requests initiated by each client, intermediary, or agency who contacted ARISE, and does not represent tabulation of contacts which had been initiated by ARISE. ARISE cases not included are those which originated by action of ARISE counselors and field workers, including the crash recruitment program to return high school dropouts to school, mass efforts to publicize ARISE services, distribution of the ARISE Directory and supplements, and other relevant activities.

Not only does the spurious total of 3658 requests presented here fall short of the complete caseload of ARISE, but it does not even represent an accurate record of the total requests by clients and agencies who contacted ARISE on their own. This deficit is due to various causes, including: 1) an indeterminate number of requests, especially by phone and by some personal contact, which did not get recorded on our data cards because of exigencies of time, inconvenience of place of contact, and late start of ARISE in its first year; 2) burglary of the ARISE office, October, 1968, when a quantity of office equipment was stolen and a large number of records destroyed; and 3) failure of some fieldworkers to return data cards at the beginning of our project before we had set up a workable system for field visits.

A careful examination of our records, and of Figure 1, show a seasonal repetition of frequency of requests over the three-year period, so that the deficit in our tabulations caused by the foregoing factors is not considered to be seriously detrimental to an adequate quantitative analysis of ARISE operations.

We point out a few of the similarities of the frequency distribution of requests by month. Figure 1 indicates that the peak periods of requests occur in September and January. This is

ARISE

FREQUENCY OF REQUESTS BY MONTHS FOR 3 YEAR PERIOD

N-3658

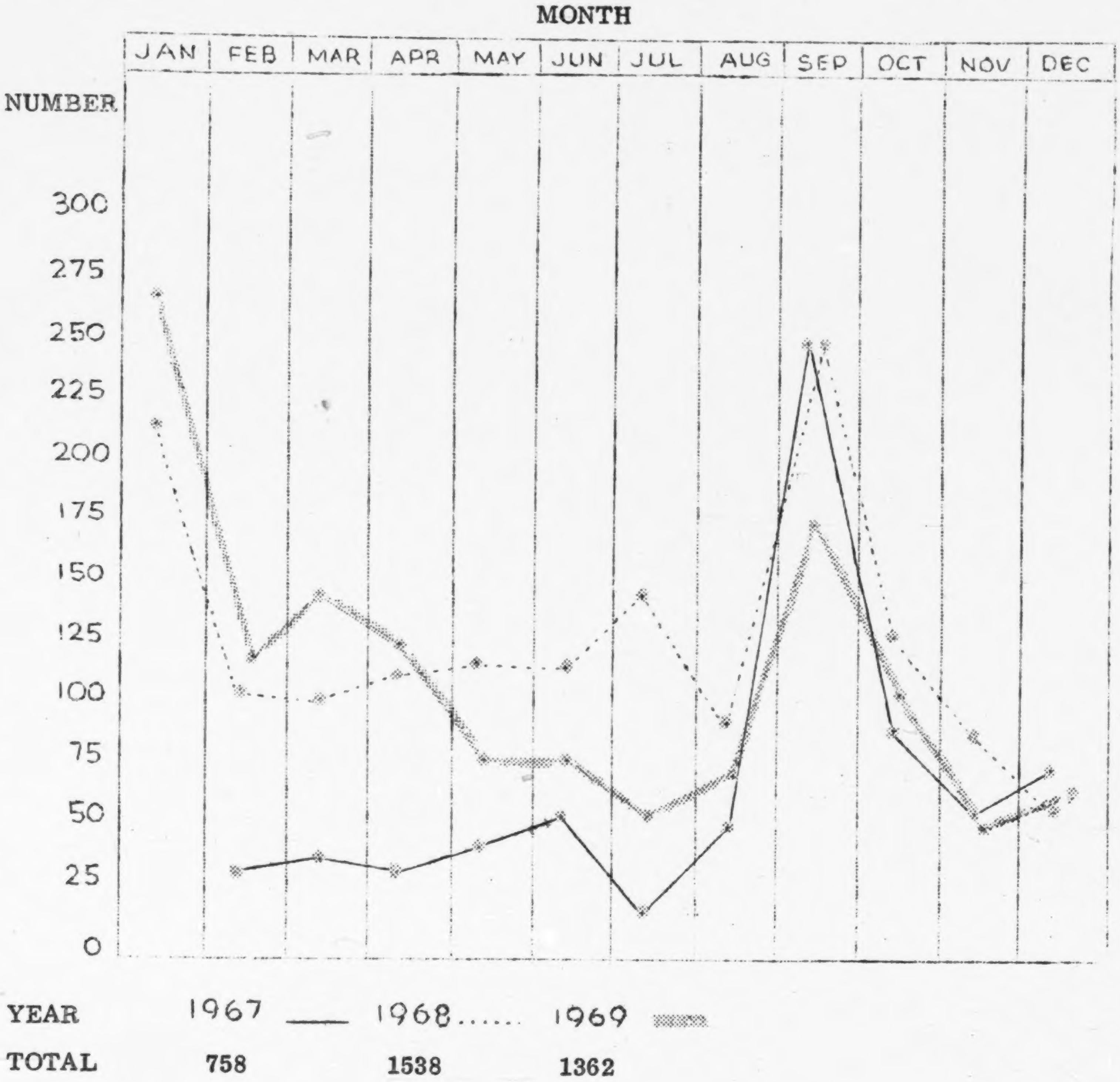


FIGURE 1

Compiled by Adult Education Dept., Providence Public Schools, Dr. Mary C. Mulvey, Supervisor
June, 1970

obviously due to the opening of school semesters and/or of job training programs at these periods. Since ARISE was just beginning its operational phase in February of 1967, there are no tabulations for January of that year. In fact, not much activity for ARISE is visible until June of 1967; and this is accounted for by the fact that a professional staff person for the project was not hired until that month.

We note particularly the September requests for 1967 because they make up some 34% of the total number of contacts for the year. This is disproportionately high compared with proportions within each of the following two years (17% of requests for 1968, and 13.2% for 1969). This phenomenon again reflects the late start of ARISE activity in its first year of operation. In addition to the late employment of staff, funding was also a problem because we did not actually receive funds until April, and our regular Adult Education staff handled cases up to that time as best they could within the limitations of their facilities.

Other peaks from time to time are felt to be caused by ARISE Public Relations activities for recruitment for particular programs or for promotion of ARISE services or some particular aspect thereof. For example, the increase in requests in May and June of 1968 over the other two years results from our mass public relations effort to encourage adults to view TV-High School and to participate in the program's related activities. The State Education TV station, WSBE-TV, Channel 36, brought the program into Rhode Island for the first time through ARISE efforts, and scheduled it to begin on June 24th. Our public relations methods involved radio and TV spot announcements, TV appearances of ARISE staff, newspaper articles and direct mailing to organizations. ARISE field workers and Senior AIDES distributed flyers and posters in all areas of the city marked out by census tracts, and visited factories, libraries, and other places where persons were likely to read the posters and pick up flyers. These efforts resulted in an upsurge of calls to ARISE. We have reason to believe also that untold numbers of additional persons viewed TV-High School directly in their homes or elsewhere without inquiry of ARISE or of the Education TV Station for further information about the program or the accompanying TV-High School Study Kit. These are the "unknowns" who cannot be recorded in our tabulations as requests or even as clients "served". However, we have evidence on our records that many contacts were initiated by clients as a result of these ARISE public relations activities.

The peak in March for 1969, compared with 1967 and 1968, can be attributed to the severe winter weather of that year. Note the sharp dip in February and the rise in March. Other sharp variations are apparent in Figure 1.

For example,numbers of contacts in July of 1968 can be explained by calls and visits to our office by older persons for employment in the Senior AIDES program, a federally-funded program granted to our Adult Education Department. Incidentally, Senior AIDES work in all tasks related to the ARISE program, and have contributed significantly to our growth and operation.

August of 1968 ran ahead of August, 1967 and 1969; and this was caused by the distribution of the Dropout Directory to those who had dropped out of High School during the 1967-68 school year. Home visits were made by Senior AIDES, counseling was carried out, and data were collected on the dropouts and their families (parents, older siblings, and relatives) and depositied with the ARISE counselors. These visits resulted in later contacts by dropouts and members of the families and are reflected in these tabulations. Communications originated by ARISE staff with these subjects are not recorded here.

The drop in requests between Thanksgiving and January occurs each year and can be readily explained on the basis of emphasis on pre-Christmas shopping, social activities, moonlighting to earn extra cash, etc.

We feel that the drop in requests for September of 1969--the usual peak period--may indicate a growing awareness by the general public of adult education opportunities available, made possible through our public relations activities and especially through distribution of the ARISE Directory. Many persons who would ordinarily call ARISE for information obtain it now through the Directory, either on their own or through an agency which uses the Directory. One of the State ESEA Title III evaluators has estimated that, if only four persons received guidance from each of the over 6000 copies of the Directory that have been distributed over the three-year period, well over 20,000 persons in the state of Rhode Island would in some way have been touched by ARISE. Thus, we are happy in the knowledge that, for every request that we receive, many others have been helped through our Directory.

The low of September of 1969 may also be attributed to the growing social unrest in the City of Providence which makes people fearful of going out of their homes at night to attend classes in an unfamilar or hazardous neighborhood. We might add parenthetically, based on the experience of Central Evening High School and on our conversations with clients, that the centrally located Adult Education Center is no longer adequate for all adult education purposes, but should be reserved for specialized and technical training that could not be feasibly offered in the informal neighborhood setting. That adults prefer the security and convenience of their own neighborhood for pursuing further education and training has been proven by the experience of the Providence Adult Basic Education Program which is conducted in 24 neighborhoods throughout the city, with additional ones being established wherever and whenever the need is indicated, and others being eliminated when the need no longer exists. ARISE experimented with this theory in setting up pilot classes in High School Equivalency preparation in three neighborhoods. The success of this demonstration provides proof of the need of neighborhood schools, with flexibility of time and location. We have discribed this project elsewhere in this project.

II. KINDS OF REQUESTS

Table 1 presents data on the nature of requests over a 3-year period, by year; and Table 2 provides frequencies, by year, of specific requests.

It is clear from Table 1 that requests for "educational programs" lead the field, with 2426, or 66.2 percent of the total for three years. This is an expected result because ARISE is built on Adult Referral and Information Service in Education.

The next largest number of requests among the broad categories are for ARISE special services, literature and the Directory, with 669 requests, or 18.3 percent of the total. Table 2 shows 99 requests in 1967, 294 in 1968, and 276 in 1969. The members of the ARISE staff have serviced these requests from agencies, individuals, other school systems, etc. These data do not include the ARISE-initiated contacts with agencies and groups where our speakers have provided information and literature on the many phases of adult education, job-training, guidance services, and cultural opportunities for persons in this vicinity. Nor does this figure reflect mass mailing of literature, participation in numerous Model Cities projects and other study groups and task forces, nor the accumulation of data by ARISE for use by other public and private agencies. This figure merely reflects the formal telephone calls, office visits, and written requests by clients. There are many informal requests, but these casual person-to-person contacts do not always find their way into our files.

Within the ARISE "special services" category, we note that direct requests to the ARISE office for the Directory have been constant: 58 in 1967, 133 in 1968, and 118 in 1969, for a total of 309, 8.2 percent of the total sample. These figures do not reflect the full dissemination of the ARISE Directory, and Directory Supplements to individuals, organizations, agencies, school departments, guidance teachers, etc. The dissemination of the six editions of the Directory and the supplements, as well as additional literature, is covered in our discussion of Dissemination of Information later in this Report. Because

Table 1

NATURE OF REQUESTS BY YEAR

REQUESTS	1967 Number 758 Percent 20.7%	1968 Number 1538 Percent 42.1%	1969 Number 1362 Percent 37.2%	TOTALS 3658 100.0%
Educational Opportunities	602 79.4%	965 62.7%	859 63.1%	2426 66.2%
Literature Special Services Directory	99 13.0%	294 19.0%	276 20.2%	669 18.3%
Senior Citizens	16 2.1%	184 12.0%	122 9.0%	322 8.8%
Employment	16 2.1%	53 3.4%	80 5.9%	149 4.1%
Uncoded	15 2.0%	14 1.0%	6 .4%	35 1.0%
Financial Assistance	5 .7%	9 .5%	11 .8%	25 .7%
Guidance Testing	3 .4%	14 .9%	7 .5%	24 .7%
Recreation Sports	2 .3%	5 .4%	0 0%	7 .2%
Cultural Resources	0 0%	0 0%	1 .1%	1 0%
TOTAL Percent	758 100.0%	1538 100.0%	1362 100.0%	3658 100.0%

Table 2

NATURE OF REQUESTS OVER 3-YEAR PERIOD

	3-Year	1967	1968	1969
Number	3658	758	1538	1362
Percent	100.0%	20.7%	42.1%	37.2%
EDUCATIONAL OPPORTUNITIES				
Adult Basic Education (ABE)				
Class and/or student information	335	88	127	120
English for Foreigners (ESL)	186	44	59	83
Eighth Grade Equivalency Exam	26	0	8	18
Set up ABE Classes	23	6	7	10
Adult Basic Education--other	29	13	10	6
Workshop for ABE teachers	42	0	8	34
Workshop for ABE teacher aides	4	0	0	4
Americanization-Citizenship Education*	3	0	1	2
	648	151	220	277
	17.7%	21.4%	14.8%	20.4%
High School Education (including Equivalency)				
High School diploma	25	5	9	11
High School classes--daytime	14	3	4	7
High School classes--evening	26	5	12	9
TV High School	32	0	7	25
High School Equivalency--General	736	172	295	269
HSE--English	17	5	8	4
HSE--Math	17	6	6	5
HSE--Science	1	0	1	0
HSE--Social Science	4	1	2	1
	872	197	344	331
	23.7%	20.0%	22.4%	24.3%
Higher Education (Degree Associate, part-time)	50	12	16	22
	1.4%	1.6%	1.1%	1.6%
Vocational or Occupational Training				
Business				
Business--General	16	8	7	1
Typing	144	44	66	34
Shorthand and Speedwriting	61	24	25	12
Office Machines	6	3	2	1
Bookkeeping	33	15	11	7
Data Processing	35	11	15	9
Trades				
Automotive	3	0	3	0
Electronics	5	1	2	2
Drafting and Mechanical Drawing	7	1	4	2
Cook School	0	0	0	0
Business Machine Repairing	1	0	1	0
Other Trades	54	18	28	8

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*Requests for Americanization are so scanty that we have not treated them separately.

Table 2 (con't)

	3-Year	1967	1968	1969
Vocational or Occupational Training (con't)				
Health Careers				
Nursing (LPN and RN)	9	0	4	5
Other Medical Training	17	8	6	3
Other Vocational or Occupational Training	13	0	0	13
	404	133	174	97
	11.0%	17.5%	11.3%	7.1%
Community Schools	26	0	25	1
	.7%	0%	1.6%	.1%
Summer School Programs				
Summer School Programs--Elementary	9	0	7	2
Summer School Programs--Junior High	3	0	3	0
Summer School Programs--High School	22	0	16	6
Summer School Programs--Higher Education	1	0	0	1
	35	0	26	9
	1.0%	0%	1.6%	.7%
Other Education				
Arts and Crafts				
Art	10	2	6	2
Ceramics	4	0	2	2
Photography	2	0	1	1
Interior Decorating	5	2	1	2
Sewing	77	22	28	27
Cooking	7	4	2	1
Other Homemaking courses	4	2	1	1
Music	2	1	0	1
Drama and Speech courses	1	0	1	0
Other Arts and Crafts	16	1	11	4
Mathematics				
Math--General	21	7	7	7
Advanced Math (beyond High School)	3	1	0	2
Algebra	40	15	19	6
Geometry	8	4	2	2
Trigonometry and Solid Geometry	0	0	0	0
Modern Math	5	2	3	0
Computer Science	3	0	1	2
English and Foreign Languages (ESL)				
Foreign Languages	44	15	11	18
General English Course	22	4	9	9
English Literature	3	0	3	0
Reading Improvement	22	9	5	8

Table 2 (con't)

	3-Year	1967	1968	1969
Other Education (con't)				
Social Science				
History	2	0	2	0
Rhode Island Government	9	1	7	1
Political Science	0	0	0	0
Economics	0	0	0	0
Sociology	0	0	0	0
Other Social Science	3	0	3	0
Science				
General Science	1	0	1	0
Physics	5	0	4	1
Chemistry	16	5	8	3
Biology	4	1	3	0
Agriculture	0	0	0	0
Other Science and Engineering	2	1	1	0
First Aid and Safety	1	0	1	0
Investments	6	2	2	2
Retirement Course	18	4	5	9
Other Educational Program	25	4	10	11
	391	109	160	122
	10.7%	14.4%	10.4%	9.0%
Financial Assistance for Education	25	5	9	11
	.7%	.7%	.6%	.8%
GUIDANCE, TESTING OR PLACEMENT SERVICES	24	3	14	7
	.7%	.4%	.9%	.5%
RECREATION OR SPORTS PROGRAMS	7	2	5	0
	.2%	.3%	.3%	.0%
CULTURAL RESOURCES OR EVENTS	1	0	0	1
	0%	0%	0%	.1%
SENIOR CITIZENS (except retirement course)				
Employment	280	0	170	110
Scholarships	2	0	1	1
Housing	10	4	5	1
Information on Gerontology	10	4	2	4
Agency request for Senior Aide Assistance	4	1	0	3
Other	16	7	6	3
	322	16	184	122
	8.8%	2.1%	12.0%	8.9%

Table 2 (con't)

	3-Year	1967	1968	1969
EMPLOYMENT - (other than Seniors)				
Professional	59	7	25	27
Non-Professional	69	8	22	39
ABE Employment	21	1	6	14
	149	16	53	80
	4.1%	2.1%	3.4%	5.9%
LITERATURE, INFORMATION, OR SPECIAL SERVICES				
Literature or services of other agencies	10	0	5	5
Employer request for help in hiring	14	1	3	10
Employer request for help in training	3	0	3	0
Help in setting up classes (except ABE)	1	0	1	0
Speaker from ARISE Office	15	0	7	8
ARISE Directory	309(8.4%)	58 (7.7%)	133 (8.6%)	118 (8.7%)
ARISE Directory Supplement or other ARISE literature	23	2	11	10
ARISE research for Directory, general information	53	21	14	18
Other ARISE public relations	12	0	0	12
ABE literature and materials	20	0	2	18
Special services of the ARISE office	129	17	51	61
Other	9	0	2	7
Community Relations	71	0	62	9
	669	99	294	276
	18.3%	13.1%	19.1%	20.3%
UNCODED	35	15	14	6
	1.0%	1.9%	.9%	.4%
Number	3658	758	1538	1362
Percent	100.0%	100.0%	100.0%	100.0%

ARISE sends the Directory automatically to a mailing list of individuals, organizations, other state and city departments, etc., as soon as the edition comes off the press, requests for up-to-date and new editions do not have to be made to this office and are, therefore, not recorded in this tabulation of requests. Requests to us for the Directory come either from those who are not on our list for distribution or from those who wish additional copies to the one which they have received. The first copy is always given free of charge. There is a minimal charge for additional copies. It is safe to speculate that, were ARISE to stop sending the Directory (as will happen unless funding for this service can be continued), requests to the Adult Education Department for this guidance tool would become astronomical.

Requests for Senior Citizens employment and miscellaneous services make up the third largest group--322 requests, or 8.8 percent of the total inquiries. Such requests amounted to only 16 in 1967 (2.1 percent), but climbed to a high of 184 (12 percent) in 1968. This phenomenon can be directly ascribed to the onset of the Senior AIDES Program, which provided Federal funding for the hiring of 60 Senior Citizens of low income through the U.S. Labor Department. This service has benefited ARISE and other educational and related programs in education directly in many ways. The Senior AIDES Program is referred to frequently in this report, and a copy of the Senior AIDES Hearing is included. In 1969 the number of requests had dropped to 122, largely because no job slots were available so we did not publicize the program.

Interest in other employment, both professional and non-professional, makes up the fourth largest group--149, or 4.1 percent of the total. It rose from 2.3 percent in 1967 to 6.0 percent in 1969, which reflects the rise in the unemployment rate.

We have 35 unclassified requests, the fifth largest group, which resulted from "error of omission" on coding cards or in the data processing. Statistically, these omissions can be assumed not to affect results.

The next in order of frequency of requests are: financial assistance for education (25, or .7 percent), guidance and testing (24, or .7 percent), recreation and sports (7, or .2 percent), and cultural resources (one).

These four categories, while statistically insignificant, represent important areas of service. For example, some of our most difficult cases are for financial assistance for tutoring, for scholarships, for higher education, etc. We have included some case studies in the Qualitative Analysis of the FOLLOW-UP SECTION of this report which illustrate the problems involved. We include here two letters from ARISE which indirectly describe the requests and our approach to dealing with the problems. They are not illustrative examples of solutions. We have a long way to go before scholarships and grants-in-aid are made available to adults for general and/or continuing education. This situation prompted our decision to include in the next edition of the Directory a Section on "Financial Aid for Education" for adults (if we get funding for a next issue).

Federal aid for education for adults through High School under the ESEA Amendments of 1970 is a giant step forward in helping to raise the educational level of the city, the state, and the country. ARISE has played a significant role in getting this legislation passed The following letters are examples of other attempts to get financial help.

A total of only 25 requests for guidance and testing services is misleading since most of the clients contact us for guidance; but we have classified these requests under specific "kinds of requests". The 25 that we have classified as Guidance and Testing requests include specialized clinical and/or comprehensive psychological/academic/vocational/ testing services for which we had to make referral(s) to outside agencies. This small number of "necessary referrals" reflects (presumably) the adequacy of ARISE services.

"One" request for "cultural resources" is not only misleading but also incorrect. We can assume that (in error) either the cultural requests found their way into the "uncoded" category (Table 1), or the "cultural" record cards were mislaid or lost, and therefore were

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

May 19, 1970

Mrs. John Nowell, Director
Volunteers in Action
35 Cooke Street
Providence, Rhode Island

Dear Mrs. Nowell,

We have had a request for tutoring from a Miss H* who is currently taking chemistry at the Opportunities Industrialization Center and algebra at the Urban Educational Center one session a week each. She has been tentatively accepted at the Rhode Island Hospital School of Nursing for the fall, provided she achieves a competency in both of these subjects.

She and a friend are concerned because they are not sure these courses will continue throughout the summer and they feel that they need more intense study. They have both passed their High School Equivalency GED Tests this year.

If you could secure for them additional tutoring in both chemistry and algebra they would be most appreciative. They are motivated to better themselves, and it would be a pity if they were unable to do so.

I have told Miss H that she will hear from you directly when, and if, you are able to locate tutors. Her address is: __________, Providence; Telephone Number, ____________.

Thank you.

Sincerely,

MKP
ARISE Counselor

MKP/mg

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*Name withheld

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DR. MARY C. MULVEY
SUPERVISOR

July 28, 1969

Mrs. G*
_________ Street
Providence, Rhode Island

Dear Mrs. G:

Enclosed is some informational material regarding the State High School Equivalency program as well as a flier about ARISE (Adult Referral and Information Service in Education) for which I am a counselor.

I suggested to your mother that there were several courses you could take toward upgrading yourself educationally and in terms of job training. You could attend Central High Evening School or the Community Schools High School Equivalency classes in the evening next fall; but that would interfere with the most lucrative time on your job of waitressing.

I suggested also that you might profit by getting some counseling at WIN. Mrs. Minkins is Director, 24 Mason Street, 861-6200. WIN stands for "Work Incentive Program", and it provides employment and personal counseling on a continuing basis in connection with job training in a wide range of occupations for unemployed fathers, ADC mothers, and their dependents. Monthly incentive allowances, child care facilities and transportation are provided in cooperation with the Department of Social Welfare.

I can understand your desire to work to support your children; however, programs like WIN are designed to give you a better future. If you are eligible for FADC (Federal Aid to Dependent Children), it might make sense for you to take advantage of this program that will give you some job training and what is more important - give you intensive high school equivalency classes during the daytime, so that you can get your high school equivalency diploma and then go on to other levels of education or job training if you wish. Your eligibility and your willingness to take part in this program depend, of course, upon your own attitude and that of those directing the program. I can but refer you to it.

The high school equivalency classes at WIN are of three kinds: one group for three hours a day, five days a week; another for two hours a day, five days a week; and another for three hours a day, twice a week. It is worth investigating.

Good luck, and let us know, if you can, what you decide to do.

Very truly yours,

MKP
ARISE Counselor

MKP/mg

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*Name withheld

not computerized. This is regrettable because ARISE devoted much time and effort to develop and promote, with the State Council on the Arts, the Ticket Endowment program whereby symphony concerts, ballet, Broadway theatre productions and other high-level performances might be enjoyed by adults at reduced rates. Begun in 1968, reaction was slow at first; requests to ARISE increased in 1969 for information about performances and help in securing tickets. Probably some data cards failed to be written up because of a "rush" of requests for certain events. However, we are sure that many of them were recorded; but lack of professional staff for recording all data, and for supervising Senior AIDES in so doing, can account for this error in the tabulation analysis.

Cultural Resources and Events make up a complete section of the Directory; so, again, information and referral about programs and about the Ticket Endowment Program may be made directly from this resource. ARISE also distributes widely a monthly calendar of all Ticket Endowment programs to strategic locations, organizations, and individuals. These ARISE-initiated contacts are not included in this tabular account.

Table 2 presents data on specific requests, and indicates that a total of 872 requests for High School Education is predominant among specific categories, 23.8 percent of the total 3658 requests, and 35.9 percent of the total 2426 requests for Educational Opportunities. What especially has to be noted is the large number of requests for High School Equivalency programs--736, representing 20.1 percent of the total 3658, 30.3 percent 2426 requests for "educational opportunities," and a high of 84.4 percent of the total 872 requests for various kinds of high school education.

The next largest group of requests is for Adult Basic Education (ABE) including English as a Second Language (ESL)--a total of 648, which is 17.7 percent of the total requests of 3658, and 26.7 percent of the total 2426 requests for educational opportunities. These requests do not represent the total number of clients who have sought help,because these requests are turned directly over to ABE staff, who may not have made out separate field worker cards which find their way into ARISE's permanent record file. Undoubtedly these totals should be higher all along the line. The lower number of such requests in 1967 may be attributable to the late start of ARISE that year, and to the particular system employed by Adult Basic Education (ABE) personnel in keeping records. The large jump in 1969, in spite of ARISE's neither receiving nor recording all Adult Basic Education (ABE) calls, can be attributed to the increased effort in recruitment by Senior AIDES, and to the simultaneous distribution of additional literature relating to ARISE services.

We notice a falling off in requests for specific courses, both educational and vocational, over the three-year period and attribute this generally to the successful distribution of the ARISE Directory, which has made such specific information easily obtainable for several agencies, employment offices, and guidance offices, not only in Providence, but in the several Rhode Island communities.

Our data on specific requests (Table 2) emphasize that the greatest community need is for opportunities in High School Equivalency preparation. ARISE experience and research have shown that opportunities for such study are greatly limited, with free courses in Providence available at Central Evening High School only, and at the Community Schools for those in the poverty area; free High School Equivalency testing at the Urban Education Center; available books and librarian-directed study at the public libraries; and the TV-High School showing which is not run regularly throughout the year. There are also some High School Equivalency courses offered for the disadvantaged within a vocational training framework at: the Opportunities Industrialization Center (OIC), Concentrated Employment Program (CEP), Work Incentive Program (WIN), and programs of the Manpower Development Training Act (MDTA). Courses at a fee are available at private institutions and correspondence schools.

These programs, both free and paid, are fragmented in their approach, are uncoordinated, and are held, for the most part, at such hours and locations that the people who need them the most cannot attend. The several programs for the disadvantaged cannot accomodate those whose income is above the low economic criteria, even though their condition of under-education makes them disadvantaged, if not now, likely in the future. In short, there are thousands in Rhode Island who would benefit from a wider basic education program that would go up through the High School Equivalency level instead of stopping as it does with 8th grade equivalency.

Aware of this need, the Project Director of ARISE, in June of 1969, testified before the Senate Subcommittee on Education in support of S-1663, which proposed funding educational programs for adults through the 12th grade level as an extension of the Adult Basic Education program. Enactment of this legislation would make possible, free of charge, to the undereducated, opportunities to complete their high school education, thereby helping them to get a job, advance in present employment, improve their life style, and become more effective citizens of their community. This Bill was passed as part of the Elementary Secondary Education Act Amendments of 1970. The mimeo'd testimony of the ARISE Project Director is included in this report (also available in printed form through U. S. GPO). She described at length the appalling condition of undereducation in Providence and in Rhode Island which she had learned through ARISE activities and investigations. We feel that, if ARISE had done nothing else, its emphasis on the need for, and its activities to promote, more opportunities to help individuals prepare for the High School Equivalency Test would alone justify its existence. We have already referred to ARISE's pilot classes in High School Equivalency preparation which we ran in late spring and in the summer of 1969 for the convenience of those who had called for such classes and who found it impossible to attend the few available ones, free of charge, at Central Evening High or at the Community Schools.

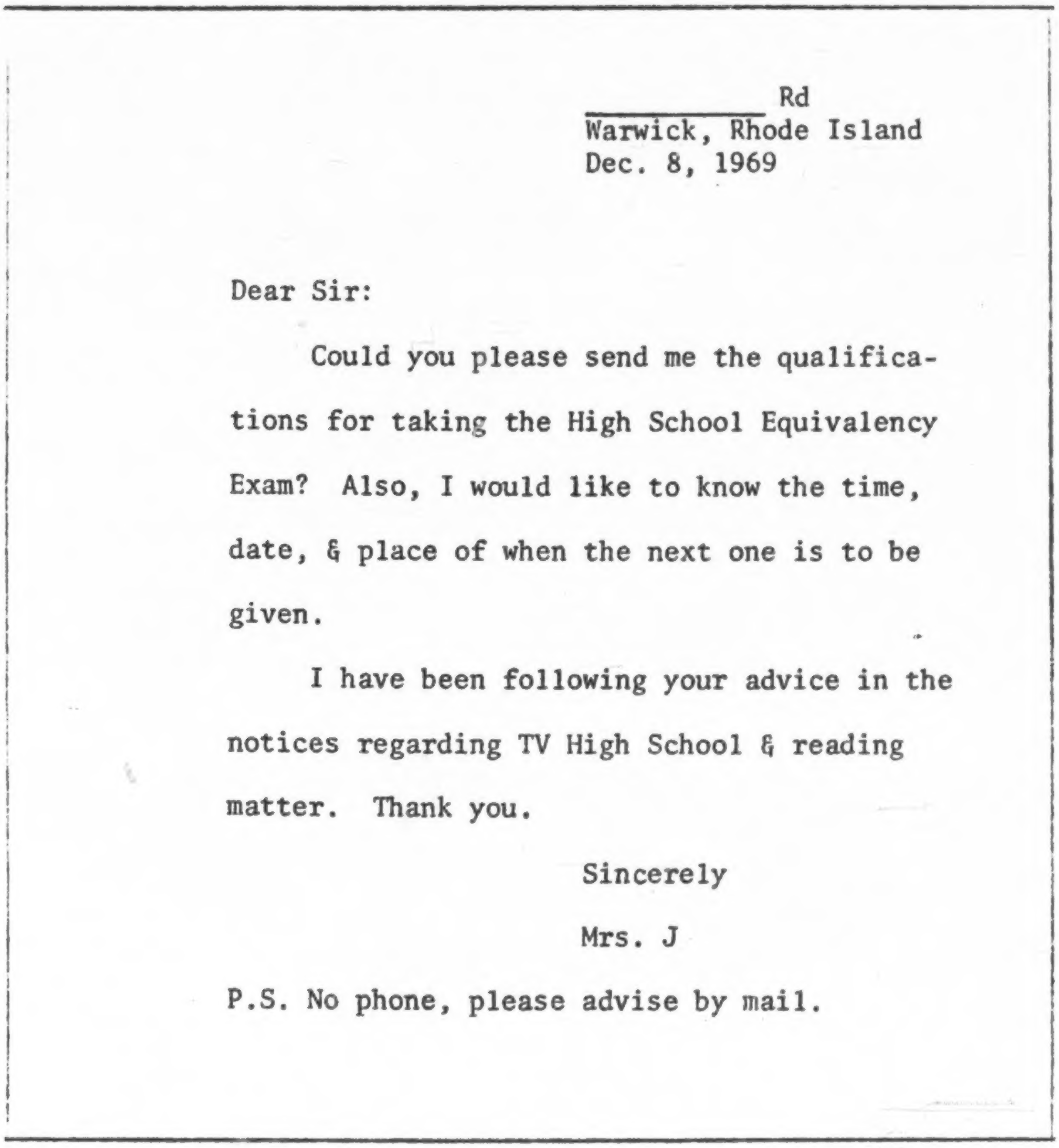
ARISE also undertook the introduction of, and wide promotion for, TV-High School by offering viewing places in the community for those unable to receive these programs on their home sets, and instructional help for those who require this supplementary service.

TV High School has been shown for four successive runs on WSBE-Channel 36, the state Educational Television station, and can be assumed to have reached untold numbers of Rhode Island residents. Table 2 reveals that only seven made direct requests to ARISE about TV-High School in 1968, but 25 contacted us about the program in 1969. These totals in no way approximate the extent of participation. It is hoped that, at the conclusion of this year, we shall be able to get some clues as a result of the new kind of application blank which must be filled out by those who wish to take the High School Equivalency, GED, Test. This new application form was developed by the State Department of Education at our suggestion, and will require that each applicant indicate how he prepared for the Test. The checklist includes TV-High School.

An example of one of these "hidden statistics" is Mrs. C, a 45-year old woman who was a tester's aide at the Mary Fogarty School. She called to ask about the procedure of applying for her High School Equivalency examination. She had taken her 8th grade equivalency and passed it in 1956. She expressed appreciation for the excellent programming of TV-High School which she had been watching during the spring and fall runs. She purchased the kit of books which went along with the course, followed every session, and feels that she is now ready to take the examination.

This is only one example which demonstrates the feeling of ARISE that there are many people who have been inspired by TV-High School to advance their educational status, but from whom we don't hear because they may call the State Department of Education or other school sources directly.

The following letter is another example of the "silent majorty".



__________ Rd
Warwick, Rhode Island
Dec. 8, 1969

Dear Sir:

Could you please send me the qualifications for taking the High School Equivalency Exam? Also, I would like to know the time, date, & place of when the next one is to be given.

I have been following your advice in the notices regarding TV High School & reading matter. Thank you.

Sincerely

Mrs. J

P.S. No phone, please advise by mail.

Until an effective system of identification is developed, and/or the new High School Equivalency application form has been in continuous operation over a period of time, we cannot judge how many persons are benefiting from participation in TV-High School and, more importantly, to what degree preparation through this method contributes to success in passing the test, compared with other methods.

The data on kinds of requests have made it possible for ARISE to use its services to help to establish and/or expand the resources in the community to satisfy the needs of those requesting help. In addition to efforts mentioned above, ARISE has written proposals for funding Movie High School (16-mm-sound version of TV-High School). So far our proposals have been rejected. However, we have a temporary free loan of the complete 60 reels of Movie High School and expect to develop High School Equivalency programs through its use. ARISE also played a primary role in establishing the Adult Learning Center under the Model Cities Program. ARISE staff are on the Board of Directors of the Adult Learning Center and continue to inform the Director about expressed needs of persons in Census Tracts 4,5,6,7--the Model Cities area. The ARISE Project Director initiated the concept of a Community College for use of the Downtown YMCA space which is being vacated by Roger Williams College. She was on an Advisory Committee for this purpose. The Community College was established and the ARISE Director helped the YMCA to obtain teachers.

No effort has been made in this evaluation to incorporate any statistical data concerning second, third or fourth requests, or for any referral beyond the first. The original idea of including all requests and referrals proved to be overoptimistic since, for the most part, little or no information concerning these categories was obtained, and, therefore, not coded for data processing. To indicate numbers of requests and of referrals for any one client, we merely introduce case studies interspersed throughout this report.

Often an ARISE counselor will receive a telephone call from someone who asks where she may get a class in typing or cooking or sewing. In the course of filling out a client card, the counselor may discover that the person on the other end of the line has never completed the 8th grade or the 12th grade. In the case of the former, the counselor usually tries in a tactful way to steer the client into a "first things first" program by pointing out that Adult Basic Education classes are free and available in her neighborhood and that, if she is planning to spend a few hours a week in "adult education", this would be the wisest way to start. Very often this is what the client wants to hear, even though a personal shyness about her undereducated status prevents her from making this request in the first place. It is somewhat difficult to document, but all the ARISE counselors feel that many referrals to either ABE or High School Equivalency classes come about through the "back door" as it were, and that we are able by our counseling to point up the advantage of progressive study to make up basic deficiencies in their backgrounds before recommending more specialized and less relevant courses. Whether or not the increased number enrolled in ABE classes has been affected by this kind of indirect referral, or whether it is due solely to ABE recruiting, is difficult to document; but ARISE personnel feel that, if it weren't for the counseling that goes along with even a simple request, many of the undereducated in Rhode Island would continue to go their "lost" way, never realizing their potential.

The following cases graphically illustrate the kind of service that ARISE can offer to those clients whose needs are not ordinary ones. The ARISE counselors, through their knowledge of community resources and their experience in counseling clients, have been able to take innovative approaches to solving problems. There is no "one way" to handle the needs of clients. There are usually several alternate ways that can be chosen by the client himself with some guidance from ARISE.

Miss K

Miss K visited the ARISE office for counseling and had interviews with two ARISE counselors. She was a graduate of high school and a bright person; and she had a husband who was just recovering from a brain hemorrhage in the Veterans Hospital. She had to send her three children home to mother for the time being. She wanted an opportunity to get to college so that she could prepare herself to be self-supporting in the event that her husband's employment might be limited in the future. We referred her to the Urban Education Center and made an appointment for her to meet with the Center's counselor to plan a program. A follow-up found that she is most happy with the arrangement, that she is taking two courses which will give her immediate preparation for college, and that she is most grateful for our counseling and referral.

Mr. G

The case of Mr. G is particularly rewarding. He left school in the 8th grade; he worked; and he achieved his High School Equivalency diploma after having been referred to High School Equivalency classes by an ARISE counselor. He then called ARISE and asked for a place where he could get pre-college English and Math. The ARISE counselor referred him to the Urban Education Center. A recent ARISE follow-up shows that he will complete the course in two months and that he plans to attend Rhode Island College in the fall.

Mrs. O

Mrs. O called and said that she would like to study nursing. We recommended first of all that she attend High School Equivalency classes to get her certificate. Although for practical nursing only a 10th grade equivalency is required, Mrs. O continued and received her 12th grade High School Equivalency Diploma. She was able to get a job as an X-Ray Technician Aide as a result of her educational upgrading. She expressed satisfaction with ARISE service, crediting her improvement in job status to our encouragement and referral. She told ARISE that, when her school age children are older, she intends to go on to study nursing as a career.

OIC

The Opportunities Industrialization Center (OIC) counselor visited the ARISE office to get names of persons who might volunteer to teach job trainees literacy skills. ARISE suggested that, if he had sufficient students, he could set up an Adult Basic Education class, and suggested he talk to the ABE coordinator. A literacy class and two classes for Spanish-speaking immigrants are now being conducted at the OIC Center under the ABE Program because of this referral.

The following letters illustrate counseling services made by mail.

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

April 26, 1968

Department of Vocational Rehabilitation
40 Fountain Street
Providence, Rhode Island

Dear Sir:

A counselor from DES called this morning to make an appointment for Mrs. W*to visit our office for information on a course in typing. After talking with the client, I feel that she could be serviced by your agency with greater advantage to her.

Mrs. W has a partially disabled right hand as the result of severe burns sustained five years ago. She is a high school graduate and took typing while in school. Her interest is to be able to resume a clerical occupation. To achieve this she would have to have physical therapy and also occupational therapy in typing. I do hope that her needs can be met by you. General facilities to which I could refer her may or may not be appropriate due to her physical limitation.

Thank you for interviewing my client.

Sincerely,

JB
ARISE Counselor

JB:mg

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*Name withheld

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

August 6, 1969

Mrs. P*
______________ Street
Mansfield, Massachusetts

Dear Mrs. P:

I consulted Mr. John Myer, Supervisor of Adult Education for High School Equivalency Testing, after your call, and he advised me as follows:

Since both you and your husband are residents of Massachusetts, your high school accreditation must come through the Massachusetts Department of Education, not Rhode Island's, even though this is where you expect to attend college.

You are to write or call Mr. Harold McNulty, Massachusetts Department of Education, 182 Tremont Street, Boston. He will then instruct you regarding your writing to your former high school for credentials. It is better to get on record with Mr. McNulty about this than to do it on your own. The United States Department of Education has an office on "Comparative Education" that does nothing but evaluate credentials from schools from other countries to determine whether or not they meet United States standards. Your transcript, when it comes, will be analyzed by them. The Massachusetts Department of Education will then certify as to its accreditation.

I hope that this information will be of service to you.

Sincerely,

MKP
ARISE Counselor

MKP/mg

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*Name withheld

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

August 20, 1969

Mr. S*
_____________ Street
Providence, Rhode Island

Dear Mr. S:

Enclosed is a list of places where adults may learn to read and write at no cost. There are three afternoon classes: Elmwood Library, Federal Hill House, and Smith Hill Branch Library.

These classes will open again sometime in September. They are now closed for the summer. You should be able to get what you need at Federal Hill House. Those classes are designed not only for people who speak a foreign language, but also for adults like you who need to learn proper English and math. Please call again if you need information.

Sincerely,

MKP
ARISE Counselor

jmv
Enclosure

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*Name withheld

III. INITIATOR OF REQUESTS

Table 3 shows that numbers of requests made by the client are significantly greater than contacts made by other than clients--2395, or 65.4 percent, of the total requests. A consistent pattern of high proportions of self-initiated requests is maintained in contacts by year: 69.5 percent of the 758 in 1967, 63.2 percent of the 1538 in 1968, and 65.8 percent of the 1362 in 1969. The largest proportion of self-initiated requests occurred in 1967, due largely to the fact that during the first year of operation of ARISE, field work, public relations activities, and other methods of gaining visibility for ARISE had not generated the interest by organizations, agencies, and other collaterals that were experienced the next year. While self-initiated requests continued to lead during the three-year period, the differential between the 1967 and the two subsequent years does not exist in any other "initiator" categories. This is an important finding. Research in psychological motivation points out that personal motivation is paramount to producing positive results. We have tested this hypothesis in our follow-up survey for this report, and present a discussion on our findings in the Follow-up Section.

Family-initiated contacts total 413, or 11.3 percent, of total contacts. They range consistently from 12.3 percent of the 1967 total, to 11.9 percent for 1968, and 10 percent for 1969. In the follow-up section of this report we compare results of family-initiated contacts in relation to those obtained through self-initiated contacts.

We note from Table 3 that contacts made by other than the clients range from 4.6 percent initiated by a friend, to .6 percent initiated by business and industry.

Attention must be called to the difference between "other agencies" and "other categories". "Other agencies" represent those not specified in our coding system separately. "Other categories" include separate categories that have been listed in our coding system, and were so small in numbers that we grouped them

Table 3

INITIATOR OVER THREE-YEAR PERIOD

	3-year Period		1967		1968		1969	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Self	2395	65.4%	527	69.5%	972	63.2%	896	65.8%
Family	413	11.3%	94	12.3%	183	11.9%	136	10.0%
Friend	170	4.6%	45	6.0%	60	4.0%	65	4.8%
ARISE	165	4.5%	11	1.4%	76	4.9%	78	5.7%
Adult Basic Education	89	2.4%	8	1.1%	64	4.1%	17	1.2%
Other Agencies	70	2.0%	14	1.8%	14	.9%	42	3.1%
Department of Employment Security	66	2.0%	2	.3%	63	4.1%	1	.1%
Progress for Providence	40	1.1%	6	.8%	28	1.8%	6	.4%
Providence School Department	38	1.0%	12	1.6%	16	1.1%	10	.7%
Business and Industry	23	.6%	2	.3%			21	1.5%
Other Categories	147	4.0%	32	4.2%	53	3.4%	62	4.6%
Uncoded	42	1.1%	5	.7%	9	.6%	28	2.1%
TOTALS	3658	100.0%	758	100.0%	1538	100.0%	1362	100.0%

together for statistical purposes. They include: Rhode Island Department of Education, Other educational organizations, Maternal/Infant Care Project, Opportunities Industrialization Center,Project Recall, Department of Social Welfare, Division of Vocational Rehabilitation, Rhode Island Council of Community Services, Providence Public Library, Senior Citizens Organizations, Urban League, Cultural, recreational or related organizations, Other. These combined to a total of 147 requests, 4 percent of the total.

The "uncoded category" results from several factors, including error by ARISE coders, key-punch operators, or computer; reluctance of the client to identify himself during an interview by telephone, and other contingencies which create difficulties in gathering accurate data on all clients. For example, in the year 1969 alone, some 60 persons contacted us for information but provided no personal data. This affected tabulation on initiators and follow-up on 22 cases. Some of these were merely routine requests for location of community schools, but others ranged into many categories. During a telephone interview it is relatively easy for someone to decline to give his name, particularly if he is of a low level of education and he prefers that his condition not be disclosed. Table 4 indicates the enormity of the problem of gathering comprehensive accurate data on the basis of our anonymous requests in 1969 alone. Lack of sufficient data is so minimal, however, that this deficit is not statistically significant.

ARISE promotional techniques and collateral contacts are significant since people must be aware of the program if they are to seek its services. The amount of momentum behind specific areas of the ARISE operation has shifted periodically. At times, the variation has been in an experimental vein to test the success of techniques and, at others, for specific programs. Some of these changes of method were necessitated by the lack of staff and/or time. Over the 3-year period, ARISE-initiated contacts progressed from 1.4 percent to 4.9 percent to 5.7 percent. The 1968 ARISE-initiated contacts are attributable to our efforts to involve adults in

Table 4

INITIATOR ANONYMOUS--1969

Community Schools	22
High School Equivalency (Pawtucket--1; Swansea, Mass.--1)*	15
Adult Basic Education (No. Providence--1; No. Middletown--1)*	5
Rhode Island State Government	3
Vocational Training (Pawtucket--1)*	2
English for Foreigners	2
Special Services	2
Financial Assistance (East Providence--1)*	1
Data Processing (West Kingston--1)*	1
Real Estate License Examination	1
Vocational Testing	1
Americanization	1
Practical Nursing	1
Business Classes	1
Dietetics	1
Senior Citizens Housing	1
Total - - -	60

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*Specified "out of Providence" locations

TV-High School, and the 1969 contacts to enroll adults in our pilot High School Equivalency classes. We particularly avoided including in this quantitative analysis the thousands of contacts made directly and indirectly through public relations and dissemination of information.

In 1968 three percent more requests were initiated by the ABE office than in either of the other two years. This can be attributed to an expansion and intensification of field work efforts made possible by an increase in ABE funds. Some of this money was used to pay salaries for part-time field workers, one of whom had been on the ARISE payroll previously. These workers were thoroughly familiarized with Project ARISE and were instructed to encourage the use of its services to all clients being recruited for ABE. Many times, family members or friends accepted phone calls or were present during home visits and expressed interest in other adult education programs. These names were then submitted by the ABE field workers to be contacted by ARISE counselors.

The positive results of personal contact supports the thesis that people will respond if they are made aware of services and given a degree of support by a personal visit or phone call. Due to lack of money within the ARISE budget, Senior AIDES were used to carry on certain aspects of this work. These older workers distributed Directory Supplements and other literature. Unfortunately, there was never an ARISE staff member available to conduct a thorough on-going training program. Had these field workers been given in-depth knowledge of programs available, their promotional potential would have been more fully realized.

A need for younger male workers is apparent for making contacts, especially home visits, in the evening and on weekends. Older workers have expressed apprehension to do this work at night because of unsafe conditions and/or lack of public transportation. The brief experimental use of young, male workers in this way proved its worth. Expansion of this, plus better training of Senior AIDES by an ARISE specialist, are areas where work could have been more successful if more money had been available.

In 1968, four percent of the total number of contacts were made by DES compared with less than one percent during either of the other years. The inception of the Senior AIDES program accounted for many of the requests initiated by DES. However, DES maintains contacts with ARISE regularly. A drop in DES contacts in 1969 is probably due to greater use by them of the Directory, and to referring clients directly to resources or to us.

A similar trend shows up in a 100% increase in 1968 in the number of contacts initiated by Progress for Providence, the Antipoverty Agency. A sharp decline was seen again in 1969. Like DES, the Neighborhood Resource Units of Progress for Providence worked closely with us in placing people in Senior AIDES positions, and in cooperative endeavors in their various programs. The over-all knowledge of ARISE services gained through repeated contacts has produced the desired effect of making the counselors in this and other agencies more dependent on the Directory and less dependent on us unless, in their judgment , a direct contact between their clients and our counselors is required.

The need to increase this kind of easy and continuous flow of services between ARISE and others is imperative. Our having to combine 13 agencies into one category (see Table 3) is indicative of the minimal contact of these agencies whose clients we feel could use our services. Calls from the Department of Social Welfare, Division of Vocational Rehabilitation, the Urban League - among others - have been disappointingly few. It can be assumed that some use is being made of the Directory by these agencies, and that our Advisory Committee meetings, workshops, committee assignments, etc. offer opportunities for collateral contacts and referrals that are not recorded on our data cards. Thus, these agency contacts are not included in this analysis.

Apart from counselor-to-counselor contact, one way to establish a degree of personal inter-agency contact would be by personal delivery of copies of the Directory by field workers. Professional advertising and sales techniques have clearly shown that people are more motivated by personal contact than by mail. Granted, more people can be reached by mail, but key individuals such as counselors or their supervisors tend to be swamped by mail. On the other hand, scheduled appointments with these people for the purpose of discussing our Project and delivering the Directory would serve a three-fold purpose: 1) provide a full explanation and answer questions; 2) give the interviewee a face and personality with which to associate our services for future recall; 3) demonstrate our importance and the importance of the visited agency by a willingness to extend ourselves to them and to expend considerable funds for this purpose.

The significance of this approach was demonstrated by sending Senior AIDES to business and industry to recruit for ABE. This effort elicited 2% of all contacts in 1969 from these sources, as well as resulting in ABE classes being set up at several industrial sites and in increasing enrollment (an ABE-funded Project).

A steady decrease in contacts from other Departments of the Providence Public Schools can be attributed to a satisfactory working knowledge of our services by these other divisions. Employment of regular teachers for part-time work in ARISE has been instrumental in "spreading the word". We have become aware of these referrals of clients by guidance counselors, administrators and others, from our interviews with some of our clients. Again, this demonstrates the usefulness of close personal contacts with referral sources.

IV REQUESTS BY RESIDENCE

The bulk of requests for ARISE services are initiated in the City of Providence--with 73.0 percent of the total. Cranston is next in rank with 4.2 percent of requests. There is a drop in rank for the next city, Pawtucket, which has 2.9 percent of the requests; and Warwick follows closely with 2.7 percent. Next in rank are North Providence (1.9 percent), East Providence (1.5 percent), and Johnston (1.3 percent). Table 5 provides these data. We find that all other Rhode Island communities combined account for 7.6 percent; out-of-state account for 3.0 percent; and uncoded communities for 1.9 percent of the total requests for ARISE services. The cities and towns of Rhode Island, exclusive of Providence, account for 22.1 percent of total requests to ARISE. From this we can determine to what extent ARISE has become a useful state facility as well as a Providence facility.

Figure 2 reveals that, for Providence, there is a downward trend in ARISE requests: 77.8 percent in 1967, to 75.2 percent in 1968, and to 71.6 percent in 1969. The opposite trend is apparent from year to year for other communities in Rhode Island, and for locations outside the state: for the other Rhode Island communities--19.7 percent, 22.4 percent, and 24.4 percent respectively for the years 1967, 1968 and 1969; and for the out-of-state locations--2.4 for 1967, 2.4 percent for 1968, and 4.1 percent for 1969.

Although Table 5 and Figure 2 show that the largest number and percentage of ARISE requests originate in the City of Providence, two interesting case studies illustrate the out-of-city and out-of-state need for ARISE services.

Mr. J

A telephone call came to the ARISE office asking the location of courses in Jewelry Plating. The caller was a manufacturer from Portland, Oregon, who had flown into Providence (manufacturing jewelry center) to buy materials and to acquire information. ARISE called the Rhode Island School of Design, then the

Table 5

REQUESTS BY CITIES OF RESIDENCE BY YEAR

N=3591 (Known)

CITIES	1967		1968		1969		TOTAL	
	Number 758	Percent 20.7%	Number 1538	Percent 42.1%	Number 1362	Percent 37.2%	3658	100.0%
Providence	577	76.0%	1141	74.2%	954	70.0%	2672	73.0%
Other Rhode Island Communities	44	5.8%	123	8.0%	112	8.2%	279	7.6%
Cranston	21	2.8%	66	4.3%	66	4.9%	153	4.2%
Out of State	18	2.4%	36	2.3%	54	4.0%	108	3.0%
Pawtucket	18	2.4%	37	2.4%	51	3.7%	106	2.9%
Warwick	20	2.7%	44	2.9%	36	2.7%	100	2.7%
North Providence	18	2.4%	31	2.0%	20	1.5%	69	1.9%
Uncoded	16	2.1%	21	1.4%	30	2.2%	67	1.9%
East Providence	14	1.8%	17	1.1%	25	1.8%	56	1.5%
Johnston	12	1.7%	22	1.4%	14	1.0%	48	1.3%
TOTAL Percent	758	100.0%	1538	100.0%	1362	100.0%	3658	100.0%

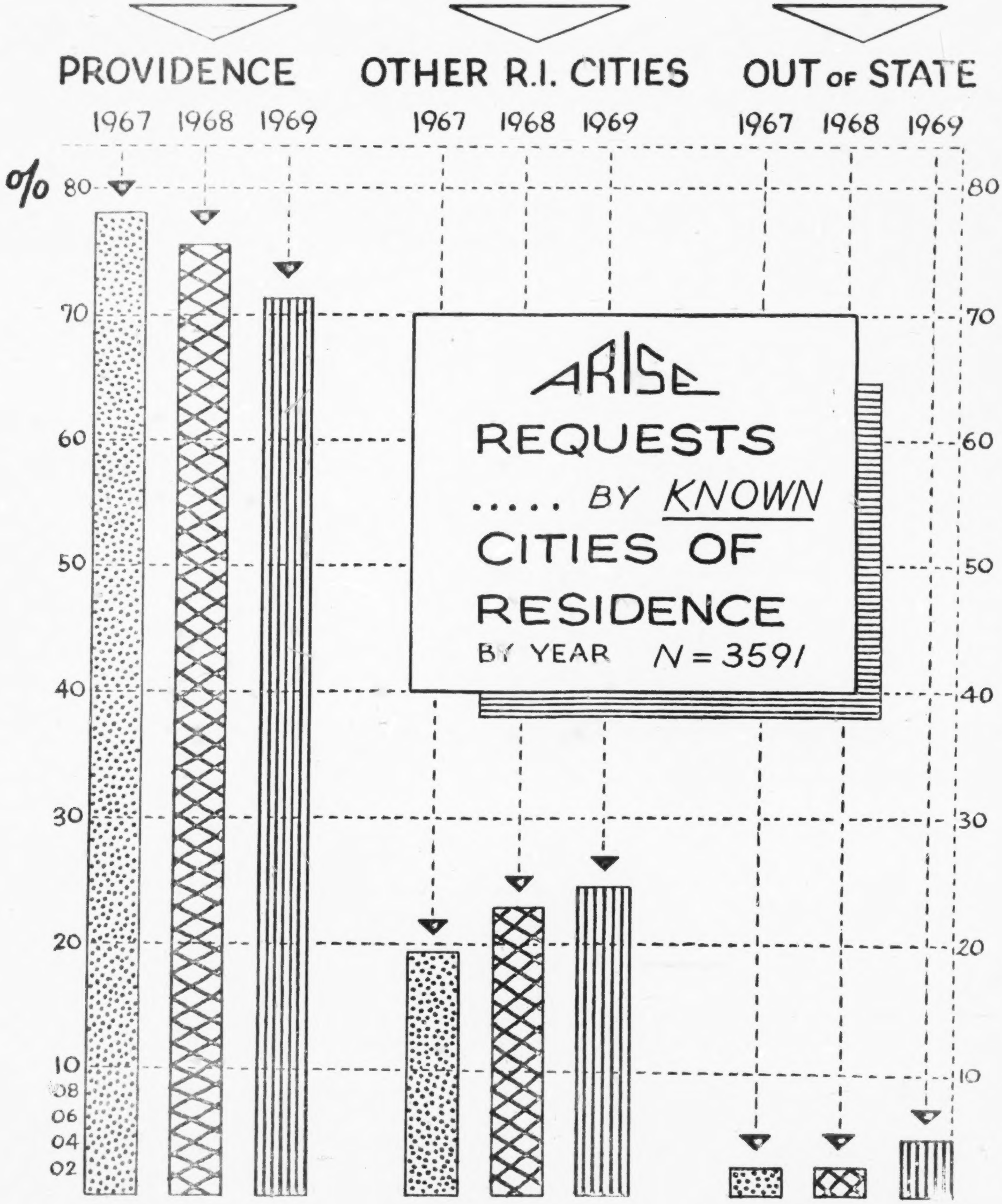


Figure 2

ompiled by Project ARISE, Providence Public Schools: Dr. Mary C. Mulvey, Director May, 1970

Rhode Island Department of Education Vocational Technical services. Personnel there offered to try to arrange a tour of a jewelry plant here which uses this plating process, through the Manufacturing Jewelers Association of America. The client then was referred directly to State Department of Education for them to follow up.

Mrs. R

An unusual combination of requests on one day, within one-half hour of one another, enabled the ARISE office to arrange a program that fit the needs of persons outside Providence. A Mrs. R of Barrington called in reference to teaching some daytime Adult Basic Education classes in Providence. She had been teaching these classes in the evenings in the Town of Warren for Portuguese-speaking persons to learn English as a Second Language. The ARISE counselor took the information from Mrs. R and told her that she would refer her request to the Adult Basic Education Coordinator for action.

One half-hour later, the Personnel Director of a local industrial firm called ARISE and said that he would like to set up some English as a Second Language classes for Portuguese-speaking employees in their Warren, Rhode Island plant! ARISE then called the State Supervisor of Adult Basic Education and told him of both requests, suggesting that each request might answer the other. The Supervisor took it from there and was happy to arrange to have Mrs. R teach these employees in Warren during the day! In this case, the easy accessibility of the ARISE office for coordinating requests worked to the advantage of both the teacher and the industrial plant.

The explanation for greater interest from outlying areas of Rhode Island, and the steady decrease from Providence, probably lies in greater circulation of the Directory. The many letters of commendation on the ARISE Directory which are documented in this report further convince the ARISE staff that its services have reached a wide segment of the state.

A steady up-swing over three years in the number of out-of-state contacts demonstrates further the geographic expansion of ARISE services. These requests show national recognition and curiosity about ARISE by professional groups and individuals. Many of the letters or phone calls received were related to the Directory and to the planning, organization and operation of ARISE. It is interesting to note, however, that some of these contacts have come from individuals seeking information, courses, research sources, and expert advice in specialized areas. Their awareness of our existence usually stems from exposure to the Directory.

Figure 3 provides data on requests from non-Providence residents only. These include Rhode Island communities outside Providence,and communities outside the state. There are almost eight times as many requests from Rhode Island communities from outside Providence as there are from outside the state: 88.2% and 11.8% respectively. The 12 percent proportion of "outside requests" indicates that ARISE has gained a degree of national recognition, however.

A comparative study of Figure 3, Proportion of Major Requests Outside Providence,and Table 2, Nature of Requests (for the total 3658), indicates a consistent pattern with respect to the two major needs: requests for High School Equivalency (21.2 percent) leads,and Adult Basic Education (17.7%) is next.

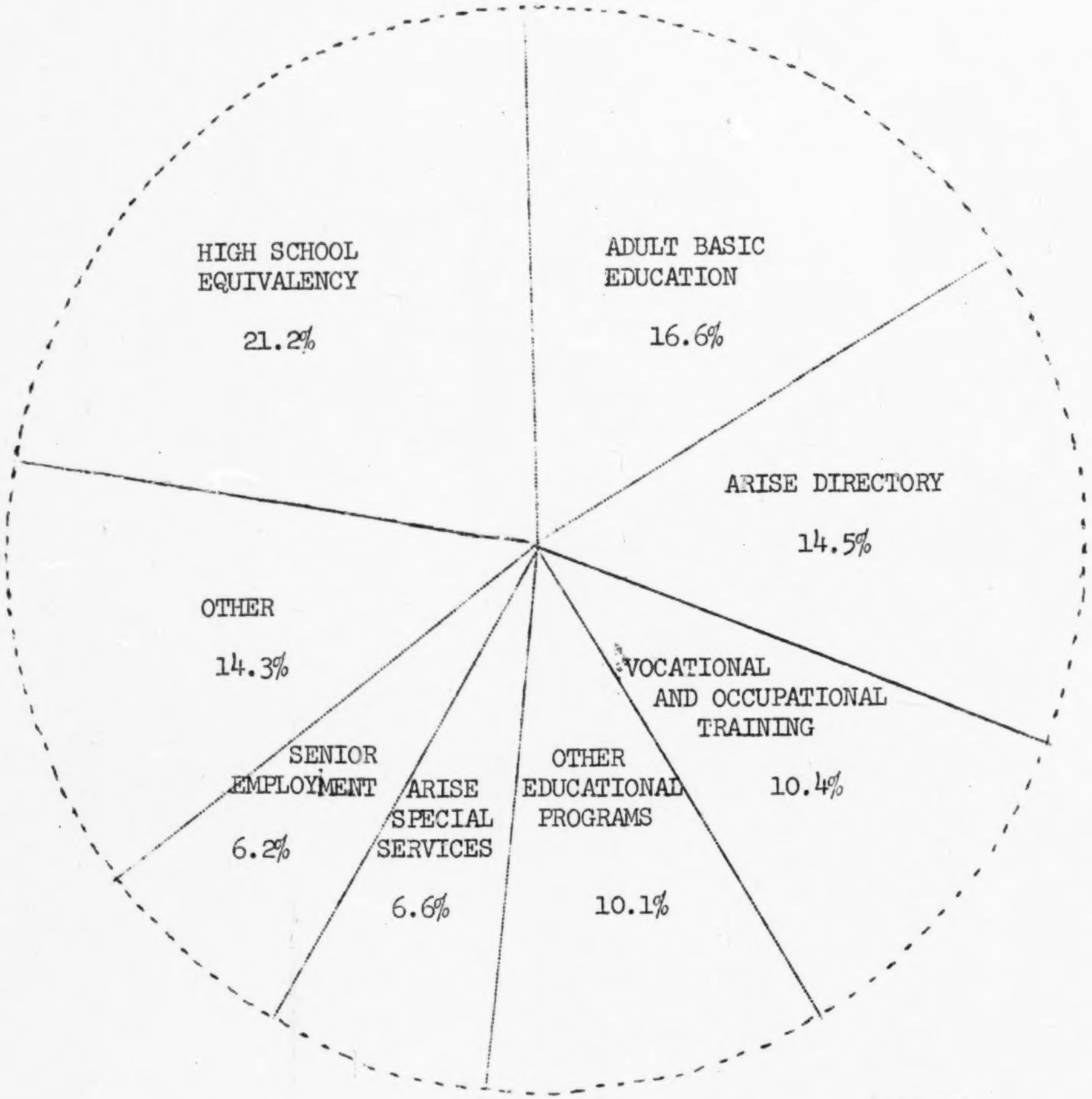
These 1st and 2nd positions apply also to the total sample. The balance of requests, headed by ARISE Directory (14.5%), follows a pattern different from the pattern of the total requests.

The higher percentages of Senior Employment, ARISE Special Services, and Vocational and Occupational Training requests in the total of all requests than in the"outside Providence"requests represent definite urban needs. These three classifications cover the basic, practical requirements of the poorer city dweller: help for the elderly, housing, a job, health services, training for a better job, referral to welfare agencies, etc. The ARISE Directory, Other Educational Programs, and Other Requests classifications cover many cultural and recreational, as well as educational, activities that are of interest to the more prosperous suburbanite.

We discuss distribution of the Directory fully in the next section.

PROPORTION OF MAJOR REQUESTS OUTSIDE PROVIDENCE*

N=919



BREAKDOWN OF PERCENTAGE

Rhode Island:	(except Providence)	
Cranston	16.6%	
Pawtucket	11.5%	
Warwick	10.9%	
North Providence	7.5%	
East Providence	6.1%	
Johnston	5.2%	
Rest of State	30.4%	
Total		88.2%
Out of State		11.8%
Total		100.0%

FIGURE 3

*Includes out of state.

V.TYPE OF CONTACT

From information gathered from both initial and follow-up records, the preponderance of telephone contacts by ARISE clients to the ARISE Office and ARISE workers has been evident from the beginning of the project. Correlation of data compiled in Table 6 shows that, for the three-year period of the Project, there was a total of 2855 known phone calls by ARISE clients, 267 mailed requests by ARISE clients,222 contacts of clients by ARISE Public Relations, 188 visits by ARISE clients to the ARISE Office, and 34 visits to clients' homes by ARISE workers. There were also 58 recorded contacts by Adult Basic Education Public Relations,and five agency-to-ARISE contacts. The latter two totals are small in that they are the result of alternate coding of information usually found under the heading of Initiator.

In the initial year, 1967, there were 729 phone call contacts by clients, or 97.0%, of the total of 751 known respondents for that year. The total of 13,or 1.7% of the clients,for that year mailed in their requests. Only three office visits,or .3%,were recorded.

Any public relations activity on the part of Adult Basic Education (ABE) was not recorded in ARISE records for 1967,and public relations activities for the ARISE Project were just beginning to be effectively inaugurated and were mostly in the form of radio and TV appearances and announcements rather than individual mailing. Actual records of flyers and brochures sent out during that first year were never located after the burglary and vandalism of the ARISE office in October,1968.

The role of the ARISE Directory, which is taken up in detail elsewhere in this report, should be referred to here only briefly, since it is an all-important type of contact, but one which it has been impossible to record statistically. Since no known contact data are available for this type of contact, we may assume, from both distribution figures and the size of the volume for 1967, that its influence in seeking answers to requests was nowhere nearly as great as in the succeeding years,

Table 6

TYPE OF CONTACT - THREE-YEAR PERIOD

Type of Contact	1967		1968		1969		Totals
	Number	Percent	Number	Percent	Number	Percent	
Phone	729	96.2%	1107	72.0%	1019	74.8%	2855 78.0%
Mail	13	1.7%	86	5.6%	168	12.4%	267 7.3%
ARISE Public Relations	0	0%	208	13.5%	14	1.0%	222 6.1%
Office Visit	3	.4%	45	2.9%	140	10.3%	188 5.2%
Adult Basic Education Public Relations	0	0%	55	3.6%	3	.2%	58 1.6%
Home Visit	3	.4%	28	1.8%	3	.2%	34 .9%
Uncoded	7	.9%	7	.5%	13	1.0%	27 .7%
AGENCY/ARISE	1	.1%	2	.1%	2	.1%	5 .1%
ARISE Research	2	.3%	0	0%	0	0%	2 .1%
Totals	758	100.0%	1538	100.0%	1362	100.0%	3658 100.0%

when both size and distribution of this Guide to Continuing Education was greatly expanded.

For the year 1968,ARISE records show more than twice as many requests (1531) from clients as in the previous year. Here again phone call contacts are predominant, 1107, or 72.3%. Personal mail increased to 86, or 5.6%. Office visits by clients jumped to 45, or 2.9%. Recorded home visits were 28, or 1.8%. Fifty-five clients were recorded as having been contacted by the Adult Basic (ABE) Public Relations, although ABE recruitment had expanded far beyond these figures with the use of Senior AIDES. Dissemination of information concerning the Project through ARISE Public Relations increased tremendously in 1968, with radio and TV interviews with ARISE representatives and spot announcements, news stories, letters, pamphlets, fliers, especially those for TV-High School and High School Equivalency classes. Records for that year show a total of 208 individual contacts by ARISE Public Relations,or 13.6% of the known clientele for that year.

Available ARISE records for 1969 show a slight overall decrease in number of clients' requests: 1019 phone call contacts, or 75.5%; an increase of 168, or 12.6% in personal mailing; and another jump to 140, or 10.4% in office visits.

A very large number of home visits, carried out by ARISE field workers and Senior AIDES did not find their way into the ARISE records, this being especially true of the Senior AIDES recruitment of High School Equivalency students, the only ones of whom were recorded being the ones who actually responded and joined the classes. In like manner, it has not been the practice of the ARISE Office to record actual contacts by ABE Public Relations.

A summary of effective contacts made by clients to the ARISE Office or ARISE workers is shown by the three-year total of ARISE clients for the three types of contact of highest frequency: 2855 of 3631 known clients, or 78.6%, using the telephone; 267, or 7.4%, mailing in their requests; and 188, or 5.2%, considering an office visit more suitable for their needs. Only tentative conclusions can be drawn concerning the most effective type of contact because no study has been made on the effectiveness of the active operation of ARISE Public Relations.

VI THE ARISE DIRECTORY

The ARISE Directory, conceived as a resource tool for referral and information is widely used by schools, libraries and other community agencies. It contains indexed information relative to educational, job training, guidance, and leisure opportunities for all adults. The Directory has gained wide acceptance because of the depth and reliability of its information. No course of specialized or general interest is taught in and around the City of Providence which is not, in some manner, referred to or listed in the Directory. Further, it is now established practice for many program planners to notify (unsolicited) the ARISE Directory staff of additions and new course offerings, for inclusion in the publication. Recreational and cultural programs are also listed so that the Directory may well be said to provide a guide for self-improvement. Table 7 describes the history of the Directory.

Over the past three years six editions of the ARISE Directory have been published, with a total of 5743 copies. In order to determine exactly how many of, and where, these copies were distributed, it was necessary to go through the following procedure:

1. We tabulated, by cities of residence and by individual and agency, those persons who received copies of the Directory and who were listed in the Directory card file (individuals and agencies listed from our earliest mailings, and also from direct requests).

2. We tabulated, by cities of residence, those agencies which were listed in the sixth edition of the Directory (who were automatically sent directories by virtue of their being listed).

Results of our tabulation are presented in Table 8. Agencies and individuals listed in the card file who were sent directories total 1318. Of this number, 141 (10.7 percent) were individuals, and 1177 (89.3 percent) were agencies. Recipients from outside Providence total 286, of which 69 (29.1 percent) were individuals and 217 (75.9 percent) were agencies. Receiving copies of the sixth edition of the

Table 7
Development of ARISE Directory

Edition	Number of Sections	Number of Pages	Number of Copies
#1 - Fall 1966	Three: Course Offerings Addresses of Schools & Organizations Index	71	1100
#2 -Winter 1967 (Revised)	Three: Same as above	79	1200
#3 Fall - 1967	Seven Educational Opportunities for Adults Recreation and Sports Schools and Educational Organizations Cultural Resources and Events Guidance Services Index Addendum	123	1000
#4 Winter 1968 (Revised)	Nine: Adult and Continuing Education and Training Course Offerings Recreation and Sports Senior Citizens Cultural Resources and Events Guidance Services Schools and Educational Organizations Index Addendum	158	500
#5 Fall 1968	Nine: Same as above	201	850
#6 1969-1970 Spring 1968	Ten: Adult and Continuing Education and Training Course Offerings Workshops, Institutes, Seminars, Special Programs Recreation and Sports Senior Citizens Guidance Services Cultural Resources and Events Schools and Educational Organizations Index Addendum	215	1000
	Supplements		
Spring 1968	Directory for non-college bound high school graduates		700
Summer 1968	Happiness Is A Diploma (for dropouts)		600
Spring 1969	Directory for non-college bound high school graduates		685

Table 8

RECIPIENTS OF DIRECTORIES BY RESIDENCE

N=1595*

	Total	Providence	Warwick	Cranston	Pawtucket	East Providence	North Providence	Johnston	Other R. I. Communities	Out of State
Agency and/or Individual	1318	1032	19	17	13	8	6	4	140	79
						286				
Organizations Listed in Directory	277	181	14	10	17	12	4	2	31	6
						96				
Total	1595	1213 76%	33	27	30	20	10	6	171	87
						24%				

Providence 1213	1213
Outside Providence	382
Total	1595

*This does not represent total distribution, since many received more than one copy; grand total is approximately 5743.

Directory by virtue of their having been listed therein were 277 agencies, of which 96 (34.7 percent) reside outside Providence. Providence agencies and individuals who received directories total 1213; and those outside Providence total 382. The grand total of Directory recipients is 1595, of which 24 percent reside outside the City of Providence. When we consider that 34.7 percent of the organizations listed in the Directory live outside Providence, the 24 percent recipient rate is not surprising.

The foregoing discussion focuses upon recipients only, and not on numbers of copies distributed. Thus, the total of 1595 "recipients" can be confused with total of copies distributed. Not all recipients received all six editions of the Directory, because we expanded the mailing list each time that a new Directory was published; so some people received all six editions. A total of 5582 Directories were distributed, of which 1335 (24 percent) went to residents outside Providence. These included those who requested copies as well as those who received them automatically by virtue of their being listed in the Directory or being listed in the Directory card file. The remainder of total copies published were used by ARISE staff and for miscellaneous purposes.

Table 7 also lists Directory supplements:* 700 copies of the Drop-out Directory in 1968; 600 Non-college Bound High School Graduates for 1968, and 685 for 1969.

We developed the Dropout Directory in August of 1968 as a tool to motivate high school dropouts to return to school. Senior AIDES conducted a crash recruitment effort at that time. One Senior AIDE organized the drive and supervised the operation. Of the 955 dropouts in School Year 1967-68, Senior AIDES were able to contact 222 personally, and 186 through their families or others. They distributed a special brochure on educational opportunities, Happiness Is a Diploma, compiled by them under the supervision of the staff of Project ARISE. They left 408 of these special directories; and, when inappropriate to leave a directory, they left literature describing the ARISE program, with forms to be filled out and mailed in to our office. They left no literature in 298 cases because of wrong address, house demolished, or a vacant lot. The AIDES also compiled statistics on adults in families of dropouts to attempt to enroll them in Adult Basic Education or High School Equivalency classes, whichever were appropriate.

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*Unrequested supplements not included in Tables 8 and 9.

A quick check-up during the first two weeks of the School Year 1968-69 revealed that 60 of the dropouts whom the Senior AIDES visited returned to the same schools from which they dropped out. We did not pursue the follow-up further to determine how many transferred to other schools, were attending other education programs, entered the Armed Services, etc.

Non-college Bound High School Graduate Supplement of the Directory was planned as an annual ongoing project. ARISE counselors visited three comprehensive high schools in June of 1968 and 1969, and distributed these supplements to all non-college bound seniors graduating in those two years. We worked in cooperation with the guidance department of the Providence Public Schools and the guidance counselors in each of the three schools. Our purpose was to urge non-college bound seniors to continue education and training after graduation, and also to contact ARISE for help in pursuing their objectives.

Table 9 presents data on requests only for the ARISE Directory and supplements. We find that a total of 333 have requested the publication over the three-year period. Of these, 200, or 60.1 percent, originate in the City of Providence; and 133, or 39.9 percent, originate from outside the city as well as from outside the state. These requests were also included as part of the totals in Table 8.

Data in these two tables indicate that ARISE is not a "Providence only" program. Its Directory reaches all over the state and out of state. To be truly effective, it should be enlarged to include all adult education, job training, and cultural opportunities offered by every community in the state, and funded so that the document can be made available to every counselor in the junior and senior high schools throughout the state so that they may better cope with the problem of preventing astronomical numbers of students dropping out of high school each year (2700 or more dropouts in 1968 to 1969 alone),and be more effective in guiding others who do not have college plans or firm ideas on ways to upgrade themselves beyond high school.

Table 9

REQUESTS FOR DIRECTORY OVER 3-YEAR PERIOD

Location	Number
Providence	200
Cranston	28
Pawtucket	13
East Providence	8
Warwick	4
Johnston	2
North Providence	2
Other Rhode Island Communities	56
Out of State	20

Total: 333 requests

200 from Providence	60.1%
133 from Out of City	39.9%

VII. AGE

A. FREQUENCIES OF REQUESTS BY AGE BY YEAR

Table 10 and Figure 4 indicate that, of the 1631 clients whose ages were recorded, the largest number of initiators were in the 18-25 age group. The trend from 1967 to 1969 shows a marked variance--a drop from 44.7 percent in 1967 to 26.4 percent in 1968, and a swing up again to 30.3 percent in 1969.

Three inferences can be drawn to explain the 18.3 percent drop between the first and second years. Distribution of the Directory Supplements for dropouts and for high school non-college bound graduates put printed information into the hands of many potential callers--not only those to whom copies were actually given but also to relatives and friends in the same age bracket. Secondly, greater use of the Directory by representatives of other agencies have resulted in fewer contacts directly to ARISE. This would be true particularly in vocational training information made available through the Department of Employment Security, Progress for Providence, Opportunities Industrialization Center, and others. This assumption is corroborated by a rise in contacts by these agencies in 1968 (Table 3, p. 28). The third inference is that a substantial number of would-be clients had heard through various intermediaries that a dearth of facilities exist in some areas of interest--high school equivalency classes, financial aid for education--especially for non-poverty groups.

Two groups (26-30 and 31-40) were almost equal in proportion--13.2 percent and 12.8 percent respectively for 3 years. The 26-30 group initiated 14.8, 12.6 and 12.9 percent of requests over three years respectively; and the 31-40 group initiated 15.6, 11.7 and 12.3 percent of requests respectively for the three years. A decreasing tendency in both groups can be explained by greater use of the Directory; hence, less need for direct contact.

The upswing in requests by those in the 61-70 group from 3.8 percent in 1967 to 15.6 percent in 1968 coincides with the onset of the Senior AIDES Project in 1968, accompanied by a flood of requests for employment.

Table 10

REQUESTS BY AGE BY YEAR

N=1631, 44.6% of Total 3658 Requests

AGE GROUP	3-year period Number 1631 Percent 100.0%	1967 Number 365 Percent 22.4%	1968 Number 685 Percent 42.0%	1969 Number 581 Percent 35.6%
18-25	520 31.9%	163 44.7%	181 26.4%	176 30.3%
26-30	215 13.2%	54 14.8%	86 12.6%	75 12.9%
31-40	208 12.8%	57 15.6%	80 11.7%	71 12.2%
61-70	185 11.3%	14 3.8%	107 15.6%	64 11.0%
Under 18	167 10.2%	34 9.3%	78 11.4%	55 9.5%
41-50	133 8.2%	23 6.3%	53 7.7%	57 9.8%
51-60	129 7.9%	17 4.7%	65 9.5%	47 8.1%
Over 70	74 4.5%	3 .8%	35 5.1%	36 6.2%
TOTAL Percent	1631 100.0%	365 100.0%	685 100.0%	581 100.0%

AGE DISTRIBUTION - THREE YEAR PERIOD

N = 1631

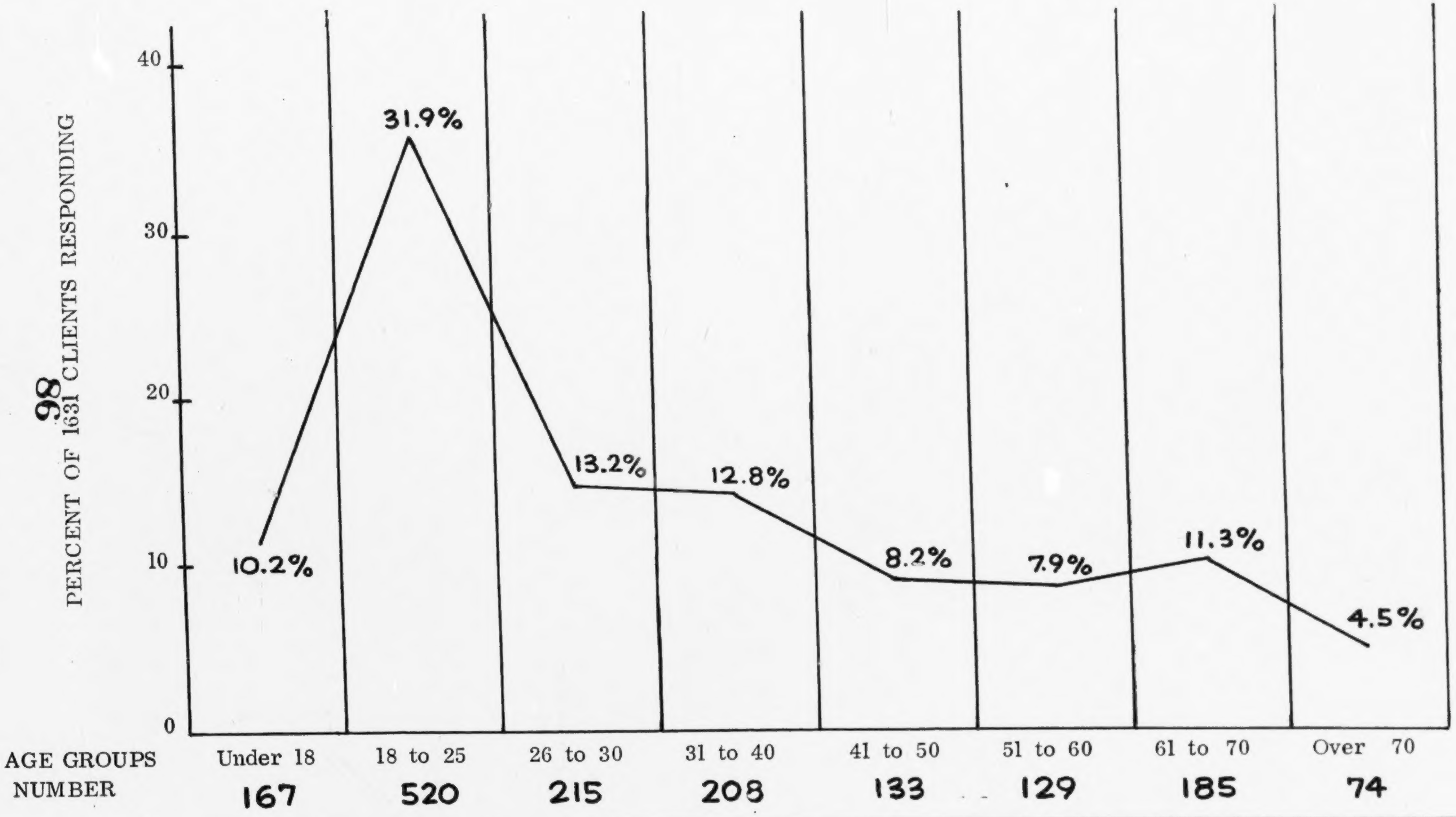

Figure 4

Table 10 indicates that approximately 10 percent of all inquiries were made by individuals under 18. A 2 percent increase in 1968 reflects the results of the drive made during the summer of 1968 to reach dropouts. This involved Senior AIDES (working for ARISE) delivering the Dropout Directory and talking with many clients in the under-18 age group, several of whom contacted our office subsequently.

The percentage of contacts were few in the 41-50 group and the 61-60 group. The first group shows a steady increase, however, from year to year; while the second group experienced more than a 100 percent gain in 1968, losing but slightly in 1969 (again a product of the Senior AIDES Project, with age of eligibility beginning at 55). The generally smaller number of requests among middle-age groups probably reflects greater employment stability and less concern with upgrading through education.

Requests from the over-70 group are negligible.

B. KINDS OF REQUESTS BY AGE

Figure 5 delineates, for the 3-year period, age groups correlated with general ARISE requests.

The number of general requests for the 3-year period total 3658. Subtracting 2027 for those requests where age is not given, the remaining 1631 requests are ranked by frequency according to age groups. The highest frequency of requests in rank order occurred with the 18-25 age groups for: 1) High School Education, 2) Adult Basic Education, 3) Vocational Training, and 4) Special ARISE Services.

The next in rank, 26-30 years, shows the same four frequency rankings of requests, but with diminishing frequency.

For the 51-60-year group, the requests frequency changes to the following: 1) Senior Employment, 2) Special ARISE Services, 3) Vocational/Technical Training and Adult Basic Education, and 4) High School Education

The 61-70-year group shows the same rank order for 1) Senior Employment, 2) Special ARISE Services, and 3) Vocational/Technical Training; but requests for Adult

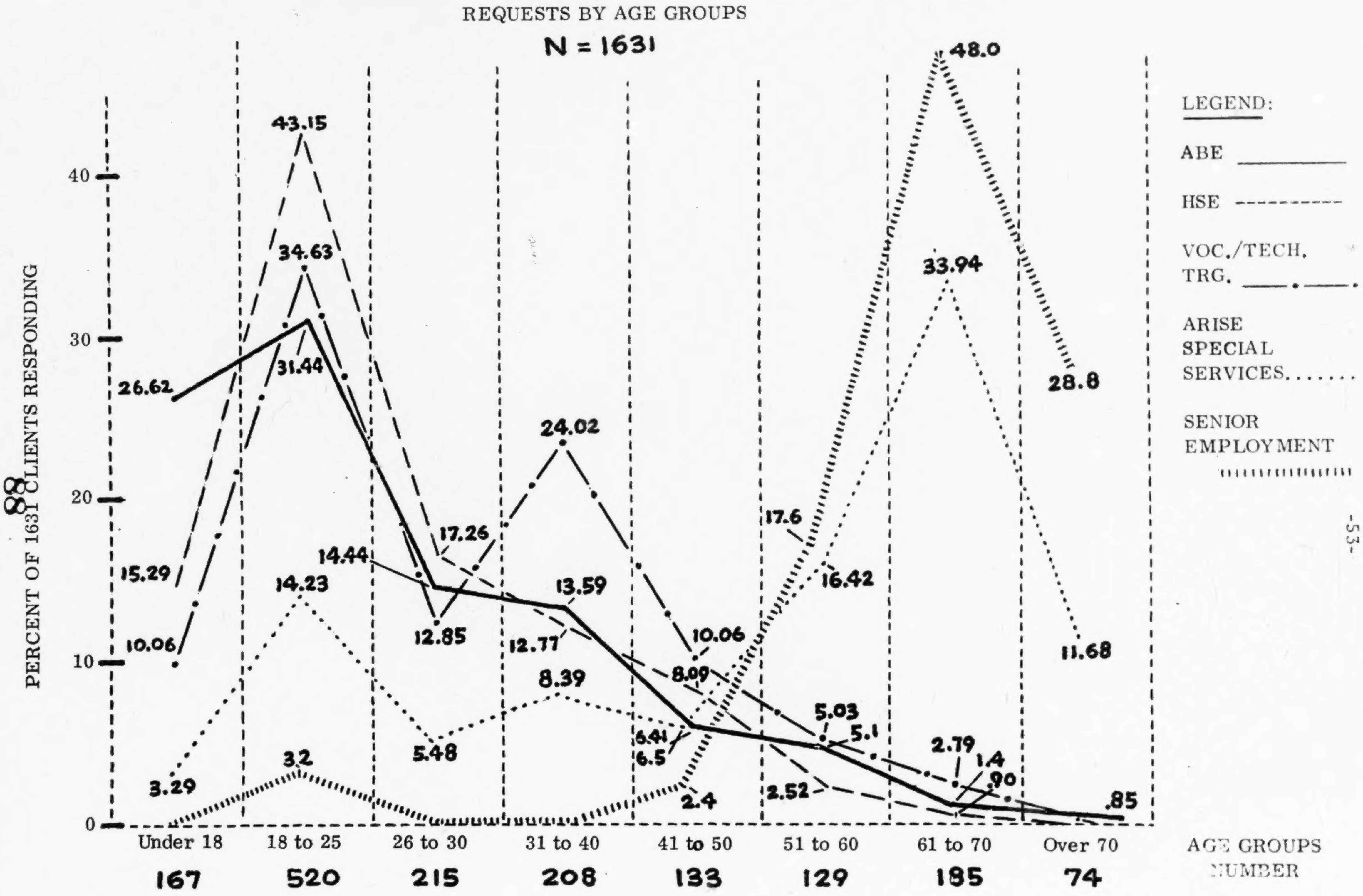

Figure 5

Compiled by Project ARISE, Providence Adult Education Department, Dr. Mary C. Mulvey, Director June, 1970

Basic Education and High School Education are about equal and fall into 4th place.

The oldest age group, 70-plus, seem to choose only 1) Senior Employment, and 2) Special ARISE Services.

The under-18 group shows a completely different pattern, with choices in the following order: 1) Adult Basic Education, 2) High School Education, which is significantly less; 3) Vocational/Technical Training, and 4) Special ARISE Services. The significantly high number of requests for Adult Basic Education from this younger group may be made by 16-year-old non-English speaking youngsters who need classes in English as a Second Language (ESL), because of their difficulties in school, because of withdrawing, etc. The small number in this age-group who seek High School Equivalency is appalling since there are significantly more young dropouts at age 16 who should be seeking these advantages. We hope that ARISE Public Relations activity in this respect obviated the necessity of their contacting us.

The upward swing of the next older group (18-25) who seek High School Education is encouraging, and may indicate some maturing, disappointments jobwise, and other factors which make them realize the need for the High School Diploma or Equivalency in today's occupational world.

Implications from requests by age groups point sharply to the need for development of programs to fill gaps in services, especially as they relate to providing adequate opportunities for those in the 18-25 year group, who evidence an interest and a need to complete their high school education, and to develop effective methods for motivating those in the under-18 group to complete high school. Innovative methods for identifying dropouts and for preventing them from dropping out are in order. ARISE has worked diligently in this area.

At the request of the Providence School Department, ARISE staff wrote a Proposal for the Prevention of Dropouts under ESEA Title VIII and submitted it to the U. S. Office of Education in November, 1969. Although the application has not yet been approved, a by-product, though small, has resulted which we like to assume was prompted by our concept of a "school outside a school" which was the core of our

Dropout Prevention Proposal. The Superintendent of the Providence Public Schools submitted to the Providence School Committee a Proposal for funding a separate facility for dropouts and "push-outs" from Providence Public Schools. An editorial in the Providence Evening Bulletin underlines the need:

COPY

THE EVENING BULLETIN
Providence, Monday, February 16, 1970

HOPEFUL EDUCATIONAL PLANS

There have been dark days in Rhode Island education of late--disclosure of a mammoth fiscal deficit at the University of Rhode Island, a Providence teachers' strike that opened wounds not yet healed, controversy over state aid to private school teachers, student discontent over parietal rules at Providence College, criticism of Brown's off-campus housing in the Fox Point area.

It is good, then, for a change to see a brighter side...

Dropouts. That sad, unsettling word categorizes the interrupted or prematurely discontinued education of 1,000 youngsters a year in the Providence Public School system alone, according to Supt. Richard C. Briggs. Certainly, this is among the most nagging, difficult and important problems we face, its roots mired deep in economic disadvantage, broken homes, inadequate parental guidance, race discrimination and lack of opportunity.

For those reasons generous support is both needed and warranted for the Providence School Committee's move to establish a special experimental school for a handful of youngsters (20) who have dropped out, been expelled or otherwise excluded from the educational system. It represents only a beginning, of course, but it could prove to be what Dr. Briggs called "one of the most important recommendations I've made."

If the clouds are not lined with silver, they are at least beginning to break, allowing a few bright rays to permeate the gloom. It is, as we said, good for a change to see a brighter side.

We cannot leave the discussion on providing free High School tuition for adults before referring again to the persistent efforts and overt action of ARISE in getting Federal legislation passed to finance education through high school as an extension of the Adult Basic Education Program. Eligibility for this instruction begins at age 16. The possibilities for innovative approaches are limitless, and hopes for success are unbounded (Senate Subcommittee Testimony of ARISE Project Director included).

VIII. MARITAL STATUS

Table 11 reveals that, of the 1997 clients whose marital status is known, there are over twice as many married as single persons--some 63.4 percent as against 28.7 percent. The next largest number of clients come from the widowed group--117 or 5.9 percent of the total whose marital status is known.

The small proportions in the "Separated"(.8 percent) and the "Divorced" (1.4 percent) may not be too valid. In many instances, in response to the question from the ARISE counselor, "Are you single or married?", chances are that unless the person is actually divorced she will not make mention of any category except "Widow". Therefore, we would assume that the category "Separated" should be considerably larger. However, this wouldn't affect the general number of married or formerly married, as contrasted to single persons.

This high incidence of"married"as against"single"persons among ARISE's clients suggests that it is the family and its dependents who have the greatest need for continuing education or job training, and that this upgrading,or desire for upgrading,is directly related to the need to increase family income and security. The man usually wishes to advance in his position; he often finds acceptance into a union impossible without at least the High School Equivalency diploma and certainly without the 8th grade Equivalency Diploma. The married woman often wishes to enter the labor force for the first time, with new or refreshed skills as her objective in requesting help from ARISE, or she wishes to advance in the job she now holds.

Since figures on employment before and after requesting help and referral from ARISE have been difficult to gather because of ARISE'S limited opportunities for follow-up study (limited as expressed elsewhere in this Report in terms of budget and manpower), this indication of preponderance of the married clients in ARISE records indicates a direct relationship between requests and aspirations for better employment. An obvious reason, of course, for more requests from married persons than from single ones is that most of the adults in the general population of the country are married.

Table 11

MARITAL STATUS--THREE YEAR PERIOD
N=1997

Total	3,658
Not Known	1,661
Known	1,997

	Total	Married Spouse Present	Single	Widowed	Divorced	Separated
Number	1,997	1,266	572	117	27	15
Percentage	100%	63.4	28.7	5.9	1.4	.8

An examination of our records shows, from February 11, 1967 to December 31, 1969, that the requests made by married clients are predominantly for High School Equivalency and Adult Basic Education classes; and other educational opportunities including vocational or other occupational training, are requested with significant frequency. Another frequent request is for the ARISE Directory. By use of this Directory it is possible for individuals to "refer" themselves, so that ARISE cannot fully document the full extent of its influence!

Another aspect of the desire on the part of married clients to improve themselves educationally is the effect this may have on the school achievement of children in the household. Studies have shown that there is a clear connection between low level of parental education and the rate of dropouts in our public schools. It is hoped that the current trend of married clients to better their educational status may be multiplied to the extent that a constructive result may be seen in the climate of aspiration and educational achievement in the home that will in turn generate a decreasing rate of underachieving children and dropouts.

IX. CLIENTS' FINANCIAL ROLE

Information concerning the financial role and number of dependents of ARISE clients has not been received in sufficient quantity to effectively analyze these categories as a factor in motivation or for any other purpose.

General observation of cases would seem to indicate, however, that these categories affected little, or not at all, the desire of clients to pursue continuing education on the academic level, although they do obviously have considerable influence on a client's request for vocational courses of all kinds.

X. SEX OF CLIENTS

This discussion is limited to male and female clients in terms of initiators only. Table 12 indicates that, of the 3658 requests tabulated for the three-year period of ARISE, 204, for some reason, were not coded as to sex of the client. Therefore total N=3454 for this variable. These omissions often happen if the requests have to do with the Directory or with an agency seeking information. Most of the requests, however, have to do with specific individuals seeking information. Of the 3454 remaining, Table 12 shows that 1292, or 37.4 percent, of the clients were male; and 2162, or 62.6 percent, were female.

The preponderance of female clients is probably due to the fact that, because the ARISE office is open only during daytime hours, it is more convenient for women to call. This poses the suggestion that the kind of service ARISE can offer should be expanded to a great degree to the evening hours, and perhaps on a Saturday, when many factories and other businesses are closed and men are better able to seek opportunities to better themselves. Self-initiated requests by females totaled 1552 (71.8 of their total requests) as contrasted with 774 male self-initiated requests (59.9 percent of their total requests). This large proportion is also due to the fact that women are re-entering the labor force after home demands diminish, and are seeking help in getting employment. Others need help in refurbishing their skills, learning new skills, and completing or entering upon higher education.

What is particularly significant in this regard is the fact that the proportion of family-initiated calls for males is virtually double (18.2 percent) that for females (7.9 percent). This bears out our inference that the hours ARISE can service have a direct effect upon the "initiator" of contact. The family-initiated calls also demonstrate family services provided by ARISE.

Table 12

SEX BY INITIATOR -- 3-YEAR PERIOD

N = 3454*

		Male	Female
INITIATORS	Number 3454 Percent 100.0%	Number 1292 Percent 37.4%	Number 2162 Percent 62.6%
Self	2326 67.3%	774 59.9%	1552 71.8%
Family	406 11.8%	235 18.2%	171 7.9%
Friend	164 4.7%	59 4.6%	105 4.9%
Adult Basic Education	80 2.3%	15 1.2%	65 3.0%
ARISE	69 2.0%	26 2.0%	43 2.0%
Department of Employment Security	60 1.7%	20 1.5%	40 1.9%
MICP(Maternal/Infant Care Project)	44 1.3%	0 .0%	44 2.0%
Progress for Providence	39 1.1%	17 1.3%	22 1.0%
Providence School Department	30 .9%	22 1.7%	18 .4%
Providence Public Library	23 .7%	14 1.1%	9 .4%
Department of Social Welfare	20 .6%	4 .3%	16 .7%
Other	193 5.6%	106 8.2%	87 4.0%
TOTALS	3454 100.0%	1292 100.0%	2162 100.0%

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*Sex of 204 is unknown; Total N =3454

The percentage of calls initiated for clients by friends is approximately the same (4.6 percent for males, 4.9 percent for females). These calls are often made for persons who are not proficient in English, who do not have a telephone, or who are too shy to inquire for themselves. ARISE counselors have noted an excessive shyness among the undereducated who call for help, but who often are ashamed to admit their low educational level attained.

The percentage of contacts initiated by the ABE office for clients is more than double for females (3.0 percent) than it is for males (1.2 percent). This percentage is somewhat similar to the ratio of females to males enrolled in ABE classes. The percentage of calls made from the ARISE office to clients is the same for both sexes.

The "others" encompass all agencies and categories other than those listed in Table 12, including the Urban League, Rhode Island Council of Community Services, educational organizations, community action programs, business and industry, and individuals whose requests are so vague and/or plural that no "one" identity can be made.

Table 12 indicates the rank order of agency requests for males and females.

Table 13 presents data on requests by sex, using only the request categories found to have significant N's (Table 2, pp. 8, 9, 10, 11). The only instance in which requests from males are more numerous than from females is for the Directory. In all other cases, requests from females are more numerous. In fact, female requests are twice as great as those of males in number, but not in percent when considered in relation to the total requests by each.

In the practical categories of education, the percentage of male requests either exceeds the female--in High School Education--or are only slightly less-- in vocational and occupational training and "other" education.

Table 12, "initiators by sex, " indicates that many family-initiated calls are by wives (females) for husbands (males), and are probably calls for "the bread and butter" categories of education.

Table 13

MAJOR REQUESTS BY SEX

N = 2949*

REQUESTS			Male		Female	
	Number 2949	Percent 100.0%	Number 1148	Percent 38.9%	Number 1801	Percent 61.1%
High School Education	839	28.5%	375	32.7%	464	28.5%
Adult Basic Education	523	17.7%	168	14.6%	355	19.7%
Vocational and Occupational Training	363	12.3%	128	11.1%	235	13.0%
Other Education	350	11.8%	123	10.6%	227	12.7%
Special ARISE Services	324	11.0%	106	9.2%	218	12.1%
Senior Citizens Employment	280	9.5%	64	5.8%	216	12.0%
ARISE Directory	270	9.2%	184	16.0%	86	4.8%
TOTAL	2949	100.0%	1148	100.0%	1801	100.0%

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*Derivation of 2949 sample:

Total Requests	3658
Sex not known	204
Coded for Sex	3454
Categories omitted because of small N's (N =	505)
N =	2949 (85.3% of 3454

Had the total 3454 cases coded for sex been included in this analysis, results, spread around among the remaining categories in Table 2 (pp. 8-11), would be statistically insignificant.

The Senior Citizens employment category is overwhelmingly female, due to the aging process peculiar to the U.S., in which women live significantly longer than men. In addition, the number of Senior Citizens employment is large because the Senior AIDES Project is sponsored thru the ARISE (and ABE) Program.

The greatest number of requests for both sexes, with little variation, coincides with the frequencies of "Nature of Request" (Tables 1 and 2). In rank order, they are: 1) High School Education; 2) Adult Basic Education; 3) Vocational/Technical; 4) Other Educational Programs; 5) Special ARISE Services; 6) Senior Citizens Employment; and 7) the ARISE Directory. These major request categories are 85.3 percent of all categories for which sex is known. This sample is adequate for our statistical analysis. Omission of the other categories--14 percent spread over several--does not affect the validity of results.

XI. EMPLOYMENT STATUS

Valid data on the kind, level, and stability of employment of clients have not been sufficient to result in an effective statistical analysis.

Duration of employment status has not been analyzed as a motivating factor, although in individual cases this information, when available, has been taken into account in relation to a client's educational situation and needs.

Occasionally a client's marital status has been found to be of significance for a client's motivation to better his employment through continuing education but, as a rule, lack of data for this category makes what little information that we have received almost valueless as a trend indicator.

The only statistical data we have for this category is to be found in the 187 clients used as a sample in the follow-up analysis, and will be found in the FOLLOW-UP SECTION of this Report.

Efforts on the part of ARISE clients to improve their employment or change to a better occupation are prompted,to all appearances, by the requirements of employers and union management. This trend appears increasingly in the business and industrial world, not because of the phenomenal growth of Industrial Technology alone, but certainly this has a significant impact.

Federally-supported programs such as CEP, MDTA, WIN and OIC in part, all offer vocational educational opportunities where at least some fundamental academic learning is acquired. Many ARISE clients have been referred to these programs, both directly by ARISE counselors and indirectly through the use of the ARISE Directory.

XII EDUCATIONAL LEVELS OF CLIENTS

Of the total 3658 requests, we know the educational level completed by 2217 persons making those requests.

Table 14 shows that, over the three-year period, by far the largest group seeking help from ARISE ranges from those who completed 8th grade or 8th grade equivalency, to those who completed the 11th grade. They are 971 in number, and represent 43.8 percent of the total known level attained. This result correlates with results in Table 2 (pp.8-11), in that the largest of any one group of requests is for High School Education. This category of requests has occupied the number one rank since the inception of ARISE; and it points vividly to the need for additional resources for High School Equivalency preparation.

The second largest group is composed of those who have received the high school diploma or equivalency (24.7 percent) and who seek further advice. This group, with the 4.3 percent who have gone through the third year of college but who have not received their degrees, make up 29 percent--with a high school education but less than a college degree. These persons have been seeking information about further education, part-time college courses, financial aid for education, vocational training, technical and/or semi-professional education, and additional courses of a vocational or semi-professional nature. These requests lead to the conclusion that this area of counseling is indeed a crucial need. Currently the resources of Providence offer but fragmented services in this regard: ARISE, Urban Education Center in a limited way, counseling for women interested in the Contining Education for Women Program at University of Rhode Island Extension Division,Evening Divisions of college extensions, admissions offices of the various colleges, State Department of Education through "Education Beyond High School in Rhode Island", aptitude testing and guidance services at the State Employment Service, and Psychological/Personal/ Aptitude Testing services (for a fee) by private and voluntary groups.

ARISE has been, and still is, the only coordinating and informational unit to

Table 14

EDUCATIONAL LEVEL OF CLIENTS

N-2217

Not Known	Total 3,658 1,441	Ungraded or Spec. Ed.	Under 8th Grade	8th Grade Diploma or Equiv.	Transition	9th Grade	10th Grade	11th Grade
Number	2,217	68	201	234	6	217	273	241
Percentage	100	3.1	9.1	10.6	.3	10.0	12.3	10.4

12.2%

43.8%

	High School Diploma	High School Equivalency	1 Year College	2 Years College	3 Years College	Completed College	Graduate Study	Master's Degree	Ph.D. Degree	Other
Number	517	31	33	48	14	234	10	71	14	4
Percentage	23.3	1.4	1.5	2.2	.6	10.7	.5	3.2	.6	.2

24.7%

29.0%

4.3%

15.0%

refer to these resources. This is an area which should be developed and continued as ongoing in order to help those interested in completing their education beyond high School, whether they be recent graduates, or adults who want to return to academic work after a period of years. ARISE has been happy to perform this service; however, as has been discussed, most inquiries are by phone. There is definite need for a place where individuals may come that is easily accessible, open in the evening as well as the daytime, and where literature and counseling are immediately available. Face-to-face informal counseling often accomplishes more than a telephone conversation. ARISE offices are located on the second floor of an old school building--with lively "Follow Through" and "Headstart" children across the hall - and no area with enough privacy for lengthy counseling. In spite of these physical handicaps, the ARISE staff have managed to accomplish a considerable amount of person-to-person counseling.

The 15 percent who completed college (Bachelor's, Master's, Ph.D's , M.D.'s, etc) contacted ARISE for various reasons--largely for advice on special training, for special services, for referrals of clients, etc.

A total of 269 (12.2 percent) of our clients have not completed the 8th grade. This does not accurately reflect community needs, when we know that 30,500 persons in the City of Providence have not achieved an 8th grade diploma or equivalency. However, because of the existence of an Adult Basic Education Program, and an intensive ABE recruitment operation, most inquiries find their way to the ABE Department directly. Therefore, the 12.2 percent merely reflects those calls which have come into the ARISE office directly.

The data on "level of education completed" clearly emphasize that individuals need counseling at every stage of the educational/ vocational continuum, and that they have contacted ARISE to help them cope with the "developmental tasks" at each transitional point. Frequencies and percents of educational levels of ARISE clients at these transitional points are: 1) ungraded, special students, and those not finishing the 8th grade--269 (12.3 percent) seeking the 8th grade diploma or equivalency; 2) 8th grade diploma or equivalency completed--234 (10.6 percent) ready to enter upon high school education and/or vocational training; 3) 10th grade completed--273 (12.3 percent), wishing to complete high school or its equivalency or technical/vocational/training which requires only the 10th grade certificate; 4) high school diploma or equivalency attained--548 (24.7 percent), desiring to enter upon further education/training beyond high school or to get a job; 5) two years of college completed--48 (2.2 percent), wishing presumably to complete degree work; and 6) four years of college completed and beyond--234 (10.7 percent) and 96 (4.3 percent) respectively--whose needs, requests, etc. are miscellaneous and largely of a professional nature.

XIII. CLIENTS' ENGLISH PROFICIENCY

There has been no special effort on the part of ARISE to motivate clients to attend classes in English as a Second Language (ESL), since recruitment of foreign-language-speaking persons for this program is done under the Adult Basic Education Program. The need for seeking out these immigrants is great, since the immigration rate in Rhode Island is number one in proportion to all other states throughout the country. Portuguese-and Spanish-speaking persons are the fastest growing immigrant groups in Rhode Island.

Foreign-born residents usually have been quick to inquire for ESL classes almost immediately after arriving in the city. Those who are enrolled in ESL classes, many of whom we referred, range widely--from a majority of Portuguese-Spanish-and Italian-speaking, to lesser numbers--a total of 16 different languages spoken by persons from 53 different ethnic backgrounds.

Some of these individuals received little education in their own country; while others have received Bachelor's and advanced degrees. It is necessary to be selective in referrals for these foreign language speaking persons, placing the more highly educated among those of their own educational level, and arrange with the Adult Basic Education Coordinator that different approaches be used for respective groups.

Included among the foreign-born are many American-born individuals--both men and women--who themselves have received little education. Some of these adults have applied directly to ARISE for assistance, although the majority applied directly to the Adult Basic Education program or have gone directly to one of the classes without reference to ARISE.

ARISE assists immigrants in getting their transcripts from foreign countries processed, and then advises and helps them to continue their education and training. in this country. We follow them up to the extent possible to see that they have followed the referral and are meeting their objectives.

XIV. SOURCE OF KNOWLEDGE ABOUT ARISE

Table 15 provides information on how clients learned about ARISE. In determining the most effective means of motivating potential clients, an analysis of Source of Knowledge about ARISE is extremely important.

Based on a 3-year average, the largest number of contacts were made through the Providence School Department Switchboard--23.7 percent of all individuals contacting ARISE were referred to us through this source. The percentage shows a steady increase: 1967--13.9 percent; 1968--21.6 percent; 1969--29.2 percent. It was stated earlier that ARISE seems better equipped to handle requests for various kinds of information than any other unit in the School Department. The comparative figure supports the hypothesis of increased dependency upon us. It cannot be determined how many of these persons actually desired to contact ARISE directly and called the switchboard to make the contact.

Second in rank as source of referral are the various public relations techniques--19.3 percent of the caseload. These included personal appearances on radio or TV, public service announcements, newspaper releases, public speaking engagements, conferences, informal meetings and posters.

The ARISE Office or Worker was next in line as a major source of knowledge--leading to 15.9 percent of the requests. It can be assumed that much of this was the result of contact by fieldworkers, especially Senior AIDES.

The ARISE Directory, Supplements, and other project literature provided stimulus for 13.5 percent of our contacts. This underlines what has been said throughout the report, namely that the Directory has reached a significant number of people and has prompted inquiry for additional information or sources of referral.

Agency referrals to ARISE accounted for 13.1 percent of contacts--almost equal to ARISE literature. This reflects the use of the Directory, as well as the effect of transmission of information on adult education opportunities through the Adult Education Advisory Committee (ARISE-sponsored) and inter-agency communication.

Table 15

SOURCES OF KNOWLEDGE ABOUT ARISE OVER THREE-YEAR PERIOD

N=1738

Total Number Clients	3658
Sources Unknown	1920
Sources Known	1738

Source of Knowledge		Number Clients		Percent
Providence School Switchboard		412		23.7
Public Relations		335		19.3
ARISE Office or Worker		277		15.9
ARISE Literature		234		13.5
Directory	(102)		(5.9)	
Supplements and Literature	(132)		(7.6)	
Agencies		228		13.1
ABE Office or Worker		92		5.3
"Other" Categories of Sources		160		9.2
TOTAL		1738		100.0

An average of 5.3 percent of our calls resulted from contact by someone from the Adult Basic Education Office. In some instances, the individual was in the category of needing ABE, but in others, the request was for an entirely different program.

The categories discussed above constitute 90.8 percent of the sources of knowledge. The remaining eight sources combined account for only 9.2 percent.

When the Source of Knowledge about ARISE is broken down by Cities of Residence, there are some interesting differences between Providence and non-Providence residents. Table 16 lists the six categories in rank-order and shows similarities except for the first two which are transposed. In Providence, rank #1 is the Providence School Department Switchboard, and rank #2 is Public Relations whereas, outside Providence, the Public Relations is in first place. This indicates that suburbanites tend to pay more attention to radio/television personal appearances of ARISE staff and spot announcements about education than do Providence residents. More people outside Providence also react to newspaper stories on education than do residents of Providence. Due to the fact that ARISE is primarily (budgetarily completely) a Providence program, more Providence residents hear about ARISE directly from a speaker than do outsiders.

The #3 listing for both Providence and outside Providence is the ARISE Office or Worker. This would be accounted for by mailings regarding High School Equivalency, TV-High School and other education courses, personal distribution by field workers (mostly Senior AIDES) of dropout and guidance supplements, posters and flyers, and mailings regarding adult education programs and ARISE to agencies, organizations, and individuals.

ARISE literature ranks #4 as a source for both Providence and non-Providence residents. Because of the fact that hundreds of Directory Supplements have been distributed to Providence school dropouts and to high school graduates not planning to attend college, both the number and the percentage for such literature as a source is significantly greater for Providence than for outside.

Table 16

SOURCES OF KNOWLEDGE ABOUT ARISE FOR PROVIDENCE AND NON-PROVIDENCE RESIDENTS
N=1738

Source Providence Residents N=1254		Number	Percent	Rank	Source Non-Providence Residents N=484		Number	Percent
Prov. School Switchboard		309	24.67	1.	Public Relations		124	25.25
					Radio/TV pers. apprnce.	7.66		
					Newspaper Stories	7.66		
					Radio/TV announcement	6.41		
					Professional Mtgs.	1.86		
					Posters	1.24		
					Public Speaking	.41		
Public Relations		211	16.75	2.	Prov. School Switchboard		103	21.11
Newspaper Stories	6.06							
Radio/TV pers. apprnce.	2.87							
Professional Mtgs.	2.31							
Radio/TV announcement	2.23							
Posters	1.99							
Public Speaking	1.28							
ARISE Office or Worker		198	15.80	3.	ARISE Office or Worker		79	16.35
ARISE Literature		179	14.29	4.	ARISE Literature		55	11.39
Supplements and Lit.	9.18				Directory	7.86		
Directory	5.11				Supplements and Lit.	3.51		
Agencies		178	14.20	5.	Agencies		50	10.33
Other Community	7.26				Educational	5.17		
Educational	3.75				Other Community	3.10		
Social Service	2.79				Social Service	1.86		
Religious	.40				Religious	.20		
ABE Office or Worker		67	5.36	6.	ABE Office or Worker		25	5.17
Other Categories of Sources		112	8.93	7.	Other Categories of Sources		48	10.40
TOTALS		1254	100.0%				484	100.0%

Agencies are 5th in rank in both Providence and non-Providence areas as a source of information about ARISE. The greater percentage outside Providence attributed to knowledge of ARISE through educational agencies could very well reflect the dependence of many adult education departments upon ARISE data so that they, in turn, may serve as a referral center for adults who want to upgrade themselves educationally or vocationally. In Providence we note that other community (state and city) agencies account for the largest agency source of knowledge about ARISE. This percentage represents the largest of any agency source, whereas in agencies outside Providence it occupied second position.

Less than half the clients of ARISE (1738 out of 3658) signified their source of knowledge. This lack of data (which is usually forthcoming if the question is asked)reflects again the limitations in staff, the attitude of the counselor as well as the client, and the pressure of time that is usually operating in the ARISE office. The pertinent questions have to do with grade, referral, etc., and sometimes the source of knowledge gets forgotten as a question to be asked. In the early stages of ARISE, counseling was done by many persons, many of them clerks who did not carefully get the complete information. Also some data could possibly have been lost in coding. However, we feel that this is a large enough sample to provide a guide for future action.

XV. REQUESTS BY CLIENTS LIVING IN THE 37 PROVIDENCE CENSUS TRACTS

Ranking of the 37 Providence Census Tracts by frequency of requests is presented in Table 17, and in Figure 6.

At the top of the request frequency table and in the graphic presentation, we find Census Tracts 2 and 3 (most heavily populated Elmwood area), followed by Washington Park (Census Tract 1), and the center of the city (Census Tract 8). Next in order of rank are two of the Model Cities area--Census Tract 5 in fifth place, and Census Tract 7 in sixth place. Regrettably, the other two Model Cities Census Tracts, namely 4 and 6, are relatively low in rank--tenth place for Census Tract 4, and 27th place for Census Tract 6. Census Tract 6 is in the heart of the Model Cities area, but has only about half the population of any of the other 3 Model Cities Census Tracts, so this may account for the small number of requests.

Next in order of requests of significant numbers are: CT 31 (Camp Street area), CT 21 (near Manton area), CT 16 (Annex), CT 34 (East Side), CT 33 (Camp Street area), CT 27 (North End), CT 35 (East Side), and CT 36 (Lower East Side).

With the exception of CT 6 (the Model Cities CT which occupies 27th place), all the foregoing CT's make up well over half the requests from the 37 Census Tracts. We expected that Census Tracts in the poverty areas would rank high in requests; and in the Camp Street area this was the result,with the exception of Census Tract 32 which ranked only 13th, and Census Tract 36 which ranked only 14th. We expected requests from the Fox Point area to be higher; but Census Tract 37 ranked 25th. Fox Point has a moderate incidence of dropouts but a high percentage of foreign-speaking.undereducated persons. This then is another area where a saturation of information on adult education opportunities should take place. There are currently several Adult Basic Education classes operating in this area, but additional needs are great. We assume many persons in the Fox Point area do not initiate requests on their own because they have difficulty expressing themselves in the English language.

Table 17

PROVIDENCE CENUS TRACTS RANKED BY TOTAL OF ARISE REQUESTS FOR THREE-YEAR PERIOD

N = 2557

Rank	Census Tract	Number	Percent of Total	Rank	Census Tract	Number	Percent of Total
1	2	140	5.5%	16	14	69	2.7%
2	3	124	4.8%	17	24,32*	67(134)	5.3%
3	1	122	4.8%	18	19	65	2.5%
4	8	110	4.3%	19	13	63	2.5%
5	5	109	4.3%	20	23	62	2.4%
6	7	104	4.1%	21	11,18*	59(118)	4.6%
7	31	94	3.7%	22	26	57	2.2%
8	21	93	3.6%	23	22	55	2.2%
9	16	85	3.3%	24	12,29*	49(98)	3.8%
10	4	83	3.2%	25	28,37*	46(92)	3.6%
11	34	81	3.2%	26	20	44	1.7%
12	33	78	3.1%	27	6	38	1.5%
13	27,35*	76(152)	5.9%	28	9,10,17*	35(105)	4.1%
14	36	74	2.9%	29	15	34	1.3%
15	25	71	2.8%	30	30	3	.1%

Total Providence Requests	2672
Census Tracts Uncoded	115
Total Providence Requests with Coded CT's	2557

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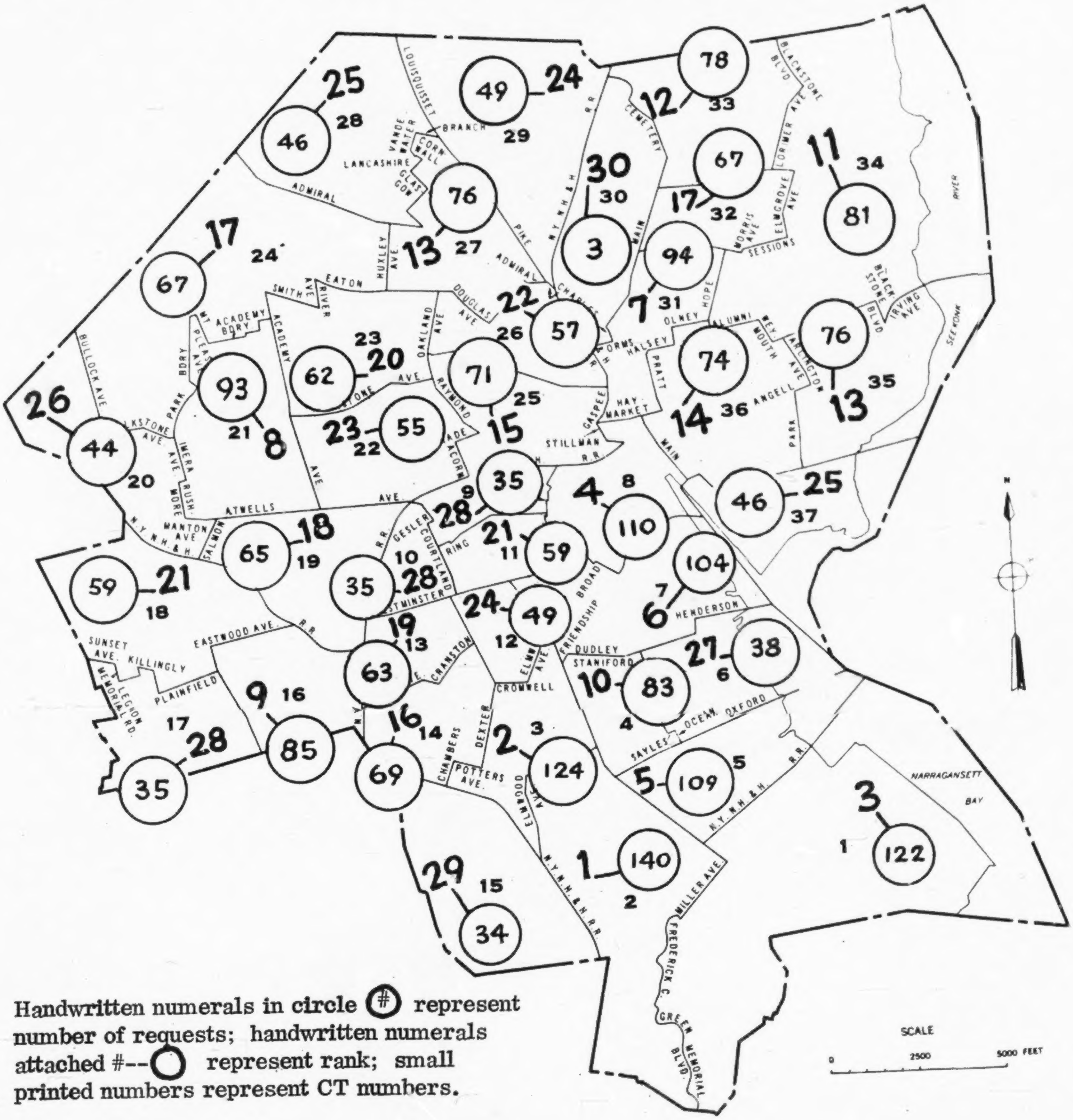
*Each Census Tract has the same number of requests.

PROVIDENCE CENSUS TRACTS RANKED BY TOTAI ARISE REQUESTS--1967-1969

N = 2557



Handwritten numerals in circle (#) represent number of requests; handwritten numerals attached #--○ represent rank; small printed numbers represent CT numbers.

Figure 6

OMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

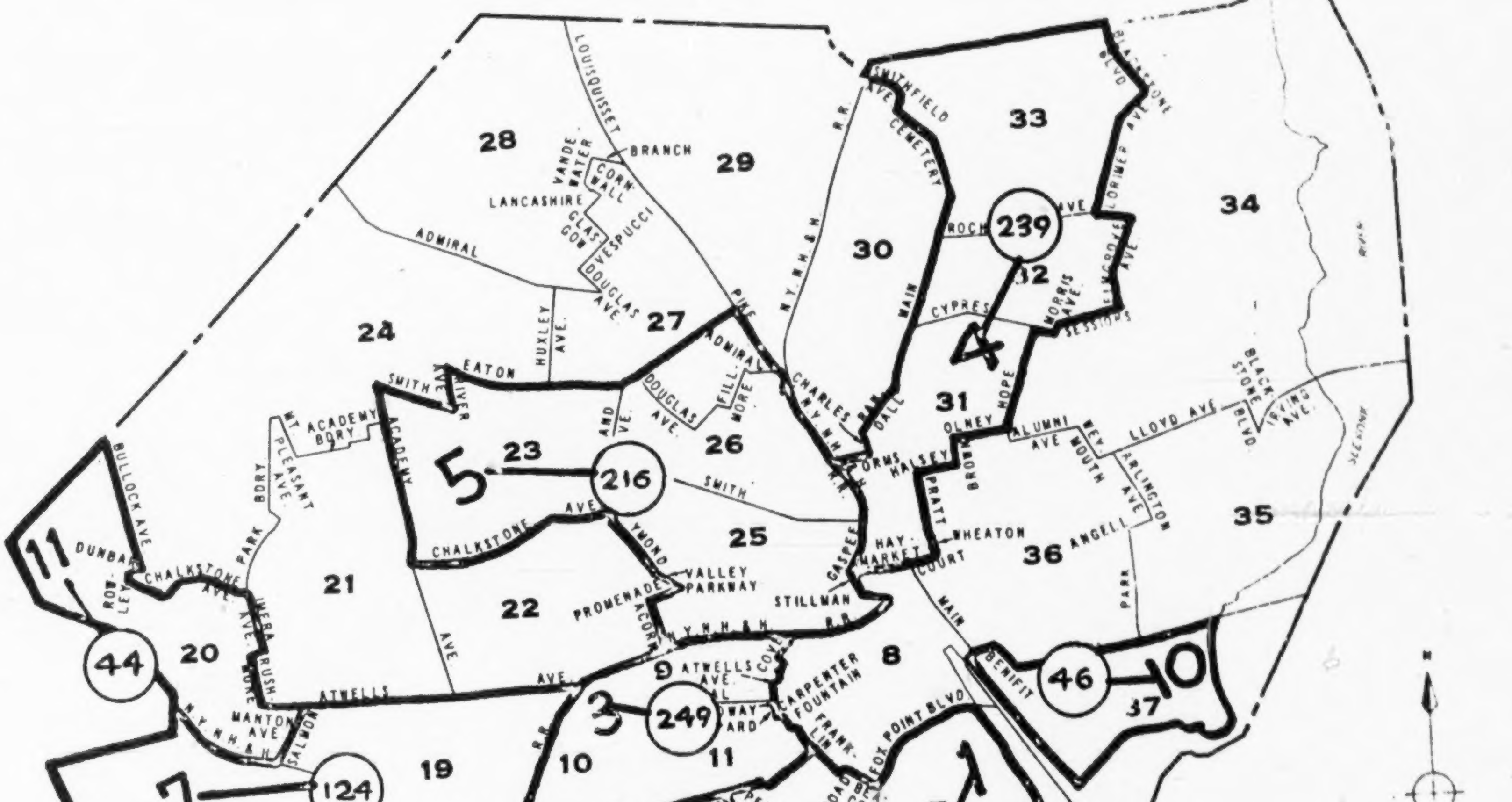
Figure 7 represents frequencies of requests in the Poverty areas. If we compare the rankings of the Model Cities Census Tracts (4, 5, 6 and 7) to the total rankings of the city we notice that, in spite of the demonstrated need for adult education in that area, requests for service are not comensurate with the need. Model Cities area has the highest rate of dropouts of the Providence School System--approximately 20 percent of the total number; and even though these Census Tracts include only one tenth of the population of the City, the residents make up one third of the adult population with an educational level below the eighth grade, and 62 percent of the adult population with an education below the 12th grade level.

Table 18 provides data on dropouts and on requests, in rank-order, in the Poverty Areas, and emphasizes the significantly high dropout rate in the Model Cities area. Along with Table 18 we present Table 19, which provides data on Model Cities client-initiated requests for major needs for 1968-69. It is obvious that there is no correlation between their greatest areas of need--HSE, ABE, and ESL--in relation to their total requests. It is obvious also that the whole Model Cities area is in need of special awareness of educational opportunities and of motivation to take advantage of them. An entering wedge may be the recent establishment of the Model Cities Adult Education Coalition which has established the Adult Learning Center, in which ARISE played a significant role in the planning and currently in the operation of this program. We prepared Table 19 especially for the Director of the newly established Adult Learning Center so that he would understand the colossal problems of undereducation in the area, and the lack of motivation of the residents to seek appropriate programs.

Three of the Model Cities Census Tracts (4, 5, 7) are among the first 10 in frequencies of requests, and No. One in the dropout rate. No other poverty area in the city exhibits this clustering. Dropout ranks in other poverty areas are somewhat shuffled in relation to their rank order of requests (Tables 17, 18, and Figure 6).

3-YEAR TOTAL OF ARISE REQUESTS FOR THE TOP-RANKING POVERTY AREAS OF PROVIDENCE

N = 1973



andwritten numerals in circle (#) represent
umber of requests; handwritten numerals
tached #—○ represent rank; small
rinted numbers represent CT numbers.

Figure 7

BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Table 18

COMPARISON OF POVERTY AREAS BY DROPOUTS, BY REQUESTS, BY RANK

N-1973

Rank Dropouts and Requests	Poverty Area	Census Tracts	1967-1969 Dropouts	Poverty Area	1967-70 Requests
1	South Providence (Model Cities)	4,5,6,7,	383	South Providence	334
2	West End	12,13,14	216	Elmwood	298
3	Elmwood	2,3,15	209	Federal Hill	249
4	Olneyville-Merino	18,19	180	Camp Street	239
5	Smith Hill	23,25,26,1/3 of 27	177	Smith Hill	216
6	Federal Hill	9,10,11	149	West End	181
7	Annex	16,17	96	Olneyville-Merino	124
8	Camp Street	31,32,33	87	Washington Park*	122
9	Fox Point	37	78	Annex	120
10	Washington Park*	1	73	Fox Point	46
11	Manton	20	60	Manton	44
		TOTALS	1708		1973

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*Washington Park is not strictly a poverty area, but borders on Model Cities and West End.

Table 19

MODEL CITIES CLIENT-INITIATED REQUESTS--1967-1970 AND REQUESTS FOR MAJOR PROGRAMS--1968-1969

MODEL CITIES CLIENT-INITIATED REQUESTS--1967-1970

N = 336

Year	Census Tracts			
1967	CT 4	CT 5	CT 6	CT 7
Number of requests	17	25	12	21
Percent of total	3%	4.4%	2.1%	3.7%
Rank in city	9th	4th	14th	6th
1968				
Number of requests	38	44	16	44
Percent of total	3.5%	4%	1.5%	5%
Rank in city	7th	3rd	19th	5th
1969				
Number of requests	28	40	12	39
Percent of total	3%	4.4%	1.0%	4.3%
Rank in city	9th	3rd	22nd	4th
TOTAL REQUESTS	83	109	40	104

REQUESTS FOR MAJOR PROGRAMS--1968-69

N=147

Census Tract	Request	ABE	ESL	HSE	Other
4	35	6	1	10	18
5	48	3	1	11	33
6	13	3		3	7
7	51	5	5	6	35
TOTALS	147	17	7	30	93

ABE - Adult Basic Education (through 8th grade equivalency)
ESL - English as a Second Language (under ABE program)
HSE - High School Equivalency

Table 19 shows Census Tracts 4 and 5 requests in order of preference: 1) High School Education, 2) Adult Basic Education, 3) English as a Second Language, and 4) Other educational programs, the ARISE Directory, and 13 scattered categories. Census Tract 7 chose: 1) High School Education, 2) Adult Basic Education and English as a Second Language, and 3) the Directory, and general information etc. Census Tract 6 requests were negligible.

Requests by residents in the Elmwood area (Census Tracts 2 and 3) are similar. Our records show that the majority of Elmwood requests in 1967 were for vocational or occupational training, next for High School Education, Adult Basic Education, Testing, other educational programs, English as a Second Language, the ARISE Directory and Senior Employment. In 1968 the only change in order of requests is that the vocational training had dropped to 4th place in preference. The remainder of requests ranged over 19 scattered categories.

The order of requests for Washington Park (CT-1), third highest in ranking, is: High School Education, other educational programs, vocational or occupational training, Senior Employment, English as a Second Language, Directory and special services, Adult Basic Education, and non-professional employment.

In Census Tract 8, a different pattern emerges. It is not surprising that requests for the ARISE Directory should be first in order of requests, because this area is in the center of the city where the majority of agencies, organizations, and/or organizational headquarters, are located. The first in Census Tract 8 requests is for community information, 2nd is for Senior Employment, 3rd for Adult Basic Education classes, 4th for general information, 5th for vocational training and senior citizens programs, and 6th for "other educational programs" and general information.

Requests by residents of the 37 Census Tracts reflect the educational, socioeconomic, and occupational elements that are characteristic of the respective areas.

Inferences that can be drawn from our ranking of Census Tracts by requests is that deprivation in terms of job, living standards and/or education is not necessarily a significant factor of clients in the search for help. We have found that, in many sections of the city where people observe fairly high living standards and where the level of education is not too low nor the incidence of dropouts too high in proportion, there is a considerable demand for ARISE services and for educational, community, cultural, and job training opportunities which ARISE can offer, through its personal counseling and use of the Directory. These findings are consistent with results of research in adult education participation, namely that above average income and participation in adult education and community activities are closely related. ARISE then becomes an agent, not only for the upgrading of education, but for the use of community resources in many areas.

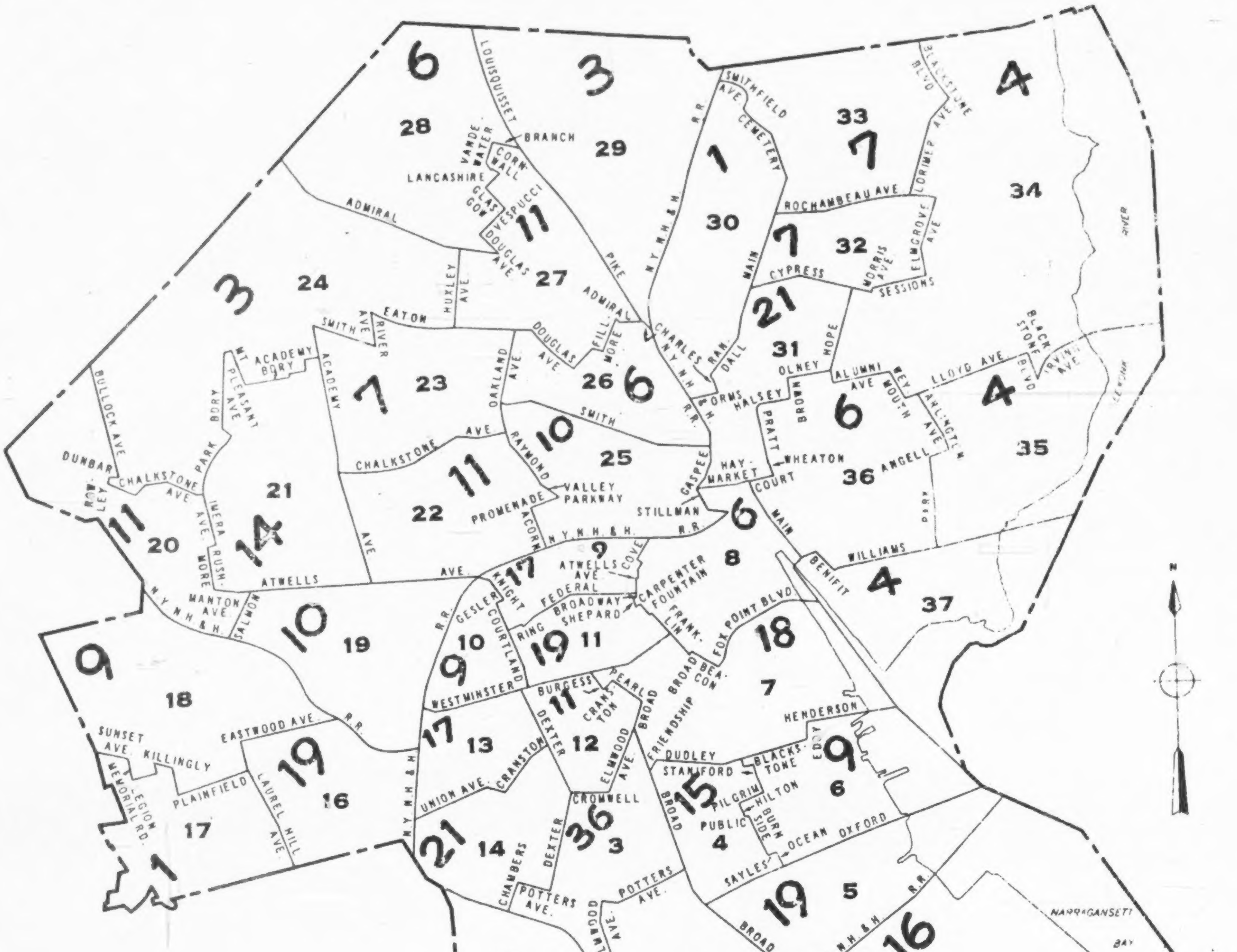
Figures 8-A, 8-B, and 8-C delineate the relationship between grade level completed and number of requests in each of the 37 Census Tracts. Figure 9 includes, with heavy outline, only the ten top-ranking Poverty Areas.

Table 14 (p. 66) gives a breakdown of the total ARISE clients that specified their education completed, 2217 of the total number of requesting clients, 3658. The large number of cases (1441) not giving information concerning educational level completed is unfortunate for getting a completely accurate picture of the numbers involved in each grade level completed. Relative percentages can be obtained, however, and these will be found to be valid enough for comparisons.

Figures 8-A, 8-B, and 8-C, show the number of requests for the Providence Census Tracts only (omitting non-Providence residents), according to grade level completed. Those under, or having completed, the eighth grade or equivalency total 405; those from 9th through high school or equivalency total 883; and those with four years of college, graduate school and other higher education total 266. The ratio of these numbers to the total of 2672 requests for Providence alone are 15.2 percent, 33 percent, and 10 percent respectively.

REQUESTS BY EDUCATIONAL LEVEL COMPLETED IN THE 37 PROVIDENCE CENSUS TRACTS--1967-68-69

N = 405



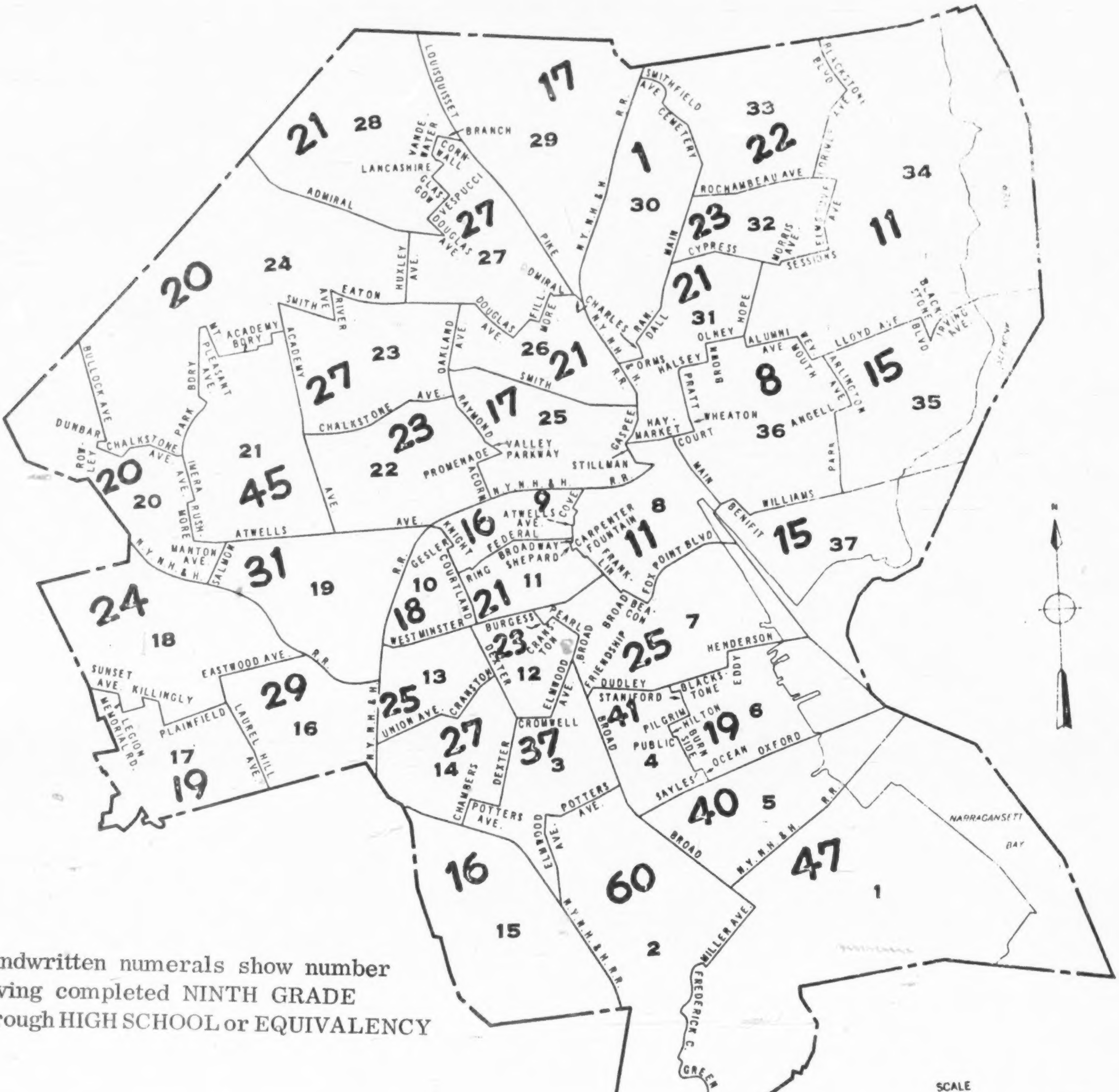
Handwritten numerals show number having completed 8th GRADE or EQUIVALENCY

Figure 8-A

BY ADULT EDUCATIONAL DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

REQUESTS BY EDUCATIONAL LEVEL COMPLETED IN THE 37 PROVIDENCE CENSUS TRACTS--1967-68-69

N = 883



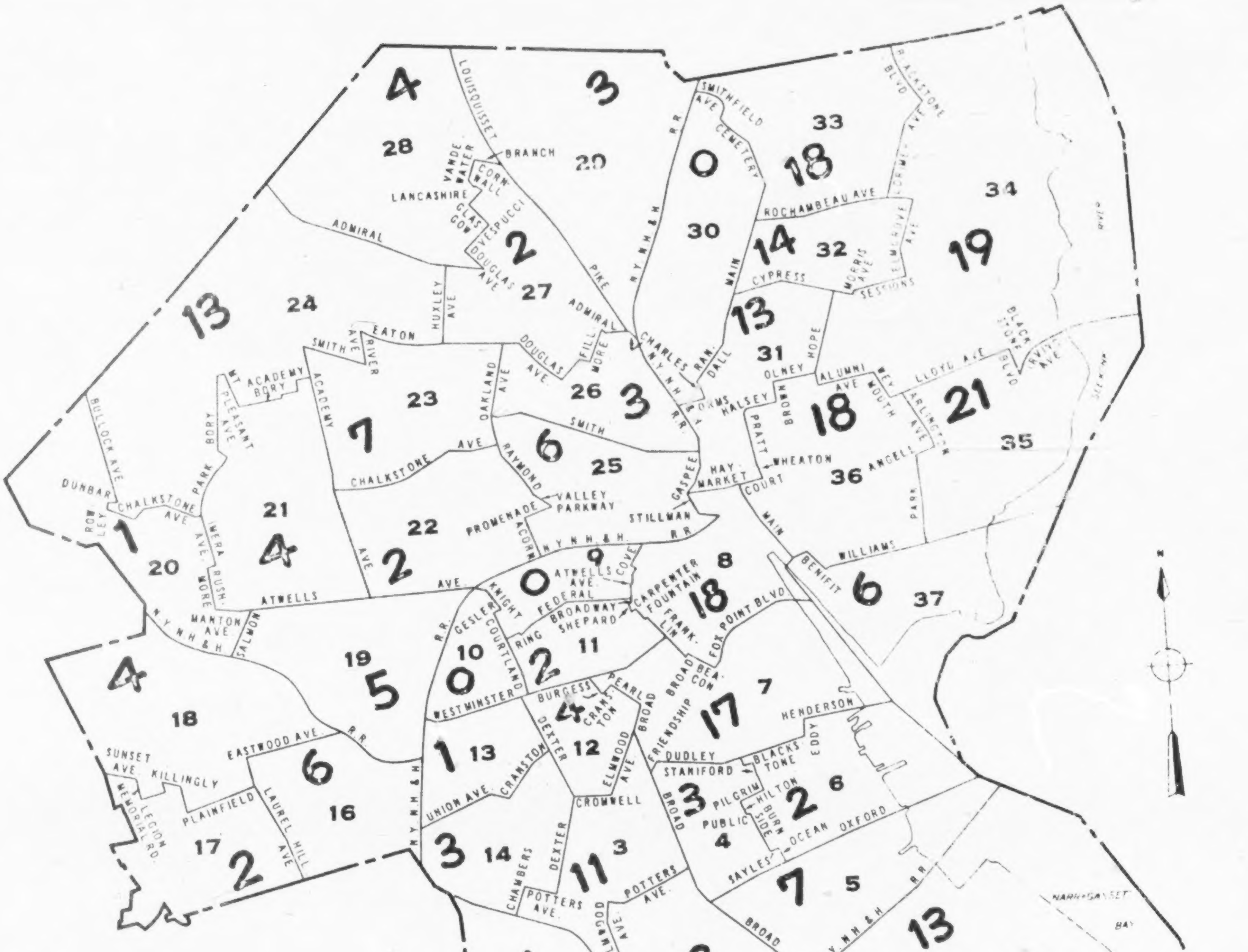
Handwritten numerals show number having completed NINTH GRADE through HIGH SCHOOL or EQUIVALENCY

Figure 8-B

D BY ADULT EDUCATION DEPT, PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

REQUESTS BY EDUCATIONAL LEVEL COMPLETED IN THE 37 PROVIDENCE CENSUS TRACTS--1967-68-69

N = 266



Handwritten numerals show number having completed COLLEGE or RELATED LEVEL

121

Figure 8-c

OMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

ARISE REQUESTS FOR 10 TOP RANKING PROVIDENCE POVERTY AREAS

N = 1120

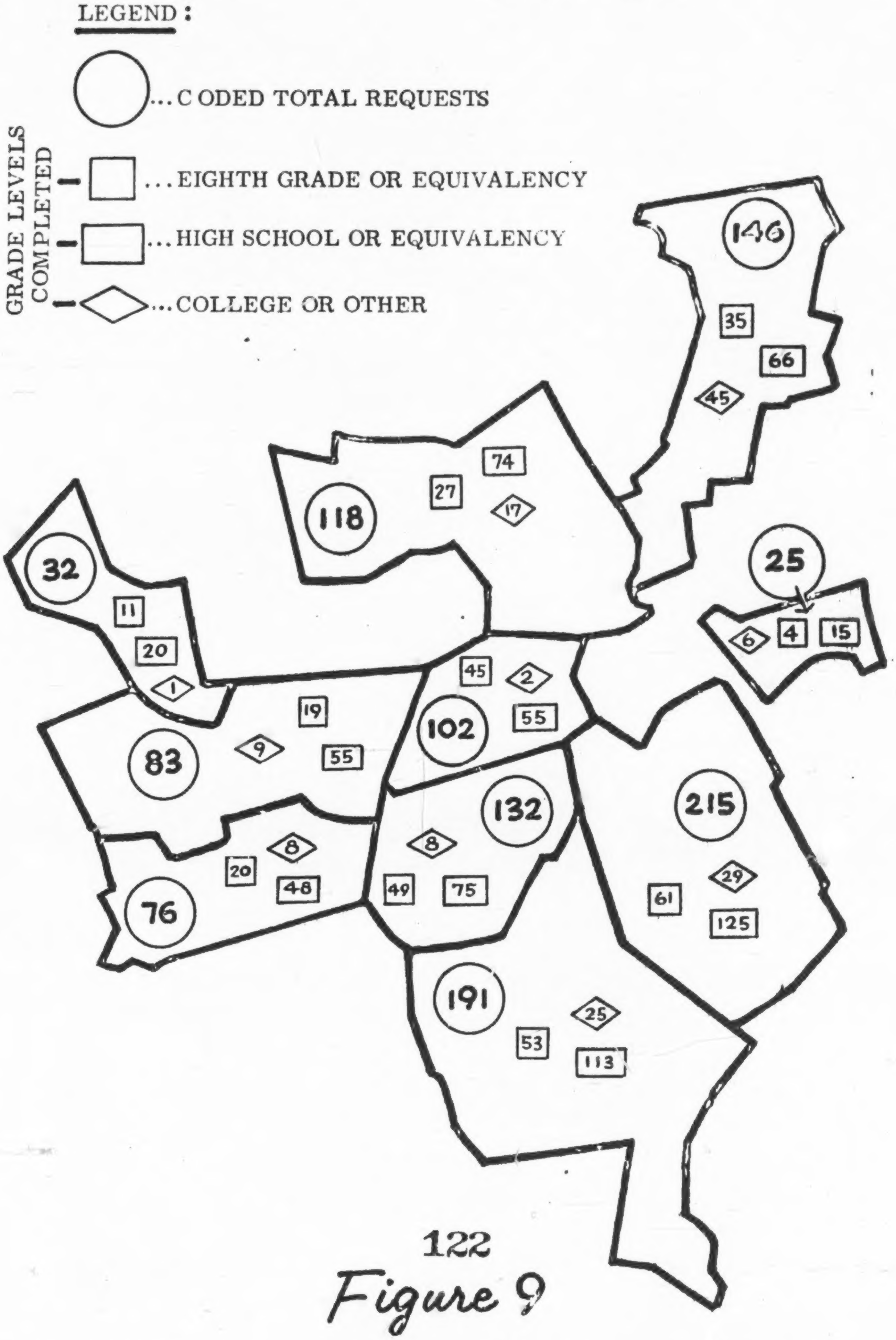


Figure 9

Compiled by Adult Education Dept., Providence Public Schools, Dr. Mary C. Mulvey, Supervisor
June, 1970

The total of these Providence educational levels completed is 1554,or 58.12 percent of all Providence requests.

The great number of uncoded cases here is 1118, too large to give complete accuracy, but not affecting the general trend, which indicates that requests in Providence for High School or High School Equivalency are more than twice as many as those for Adult Basic Education, and more than three times as many as requests from college-educated clients or those with other education.

Numbers on the Census Tracts Maps show, besides the printed number of the Census Tract, ARISE requests according to the three educational levels described above. Numbers in Figure 8-C--college or other--are higher in Census Tracts 8, 34, 35 and 36 than they are for the Figures 8-A and 8-B. In each of these census tracts the percent of requests from this higher level group is more than 50 percent of the total requests for each tract. This is to be expected since CT-34, 35 and 36 are the higher socioeconomic areas, and CT-8 is in the downtown area where business and professional offices, state agencies, etc. are located.

On the other hand Census Tracts 9 and 10 of the Federal Hill area show no requests from college level clients. Census Tract 7 shows a higher number of requests from college level clients than any of the three remaining South Providence Census Tracts, a discrepancy which may be explained by the fact that many requests originating in this area come not only from the indigenous element, but also from the various representatives of business, Rhode Island Hospital, Y.M.C.A., Roger Williams College, Model Cities staff, churches and banks located here.

Numbers of requests in Figure 8-A, which includes the ungraded up through the eighth grade diploma or equivalency, are greater in the top-ranking Poverty Areas (CT 3, 4, 5, 6 and 7). The general predominance of requests by those at this grade level is significantly encouraging, because it indicates that we may be reaching the hard core, although it is doubtful whether many of these requests have originated from the vandal or delinquent stratum.

The low numbers of requests from the two extreme groups, Figures 8-A and 8-C may be interpreted in different ways: 1) that there are fewer residents of these areas who have completed the low and high grade level which these two groups represent, or 2) that those who have completed these grade levels have continued their education without having to have recourse to us or who have otherwise found satisfaction in their vocational and social life.

These low numbers may also indicate a situation which is all too prevalent, in which a client, even though desirous of continuing his or her education, has been unable to do so because of health problems, household duties or other conflicting obligations.

XVI. REFERRALS FOR THREE-YEAR PERIOD

Table 20 presents referrals in rank order over the three-year period. These data illuminate ARISE activities from another point of view, yet are a direct reflection of the kinds of requests,clients and other factors discussed elsewhere. A total of 3618 referrals were made of the total 3658 requests. Referrals to Central Evening High School rank first, with 619 or 17.1 percent of total referrals.

Our records show that 31.4 percent of all referrals in 1967 were to Central Evening High. This number dropped to 18.4 percent in 1968, and 12.6 percent in 1969. The dramatic decrease was discussed with the Principal of Central Evening High and he said that a steady drop in enrollment has occurred, and that his attendance was half as much as it should have been. This was seen particularly in High School Equivalency classes, but was evidenced in other classes as well, compared with previous years. It was his feeling that this drop in attendance and interest--and our corresponding drop in requests and referrals--was due to the social unrest that made people fearful of foing out of their homes in the evening for classes, especially in a hazardous neighborhood such as that where Central Evening High is located. This is discussed further in the FOLLOW-UP SECTION of this report.

The correlation between these social and educational factors illustrates the interrelatedness among various aspects involved in any comprehensive or segmented study of our society. In spite of the alarming decline--and the even more alarming explanation--Central Evening High was still the source of referral for an average of 17.1 percent of our requests over the entire operational period. However, statistical data, plus the observations of ARISE and Central Evening High personnel, indicate that the day of the centrally-located adult education center is over and that people prefer the security and convenience of their own neighborhoods as much as possible in their desire to get further education. ARISE has found that an enormous effort must be made to recruit the great numbers of the undereducated and that this recruitment must be continuous and innovative (see also FOLLOW-UP SECTION).

Table 20

REFERRALS FOR THREE YEAR PERIOD

N = 3618

	Number	Percent
Central Evening High School	619	17.1%
Adult Basic Education (ABE)	434	12.0%
General Information	299	8.3%
ARISE Directory	278	7.7%
R.I. Department of Education	223	6.1%
Senior Citizens	178	4.9%
Literature of other agencies	162	4.4%
Community Schools	148	4.1%
College, Jr. College or other higher education facility	147	4.1%
Public Adult Education--Outside Providence	147	4.1%
Employment	129	3.6%
Other Services of ARISE	126	3.5%
Other Vocational or Occupational Training	123	3.4%
Providence Public Library	123	3.4%
TV High School	90	2.4%
Urban Education Center	83	2.3%
ARISE Directory Supplement	79	2.2%
Other Providence Adult Education	79	2.2%
ABE literature or materials	75	2.1%
Providence School Department Day Division	47	1.3%
Guidance, testing or placement services	29	.8%
Totals	3618	100.0%

Referrals to Adult Basic Education (ABE) classes rank second, 12.0 percent of the total. We worked closely with the staff of the ABE Program in making appropriate referrals. It was relatively easy to refer to ABE classes because of the versatility and flexibility of the program in terms of location and time--and the service is free.

The ABE percentage average, from which conclusions must be drawn, actually represents approximately 500 clients. This number is minute in consideration of 30,550 adults with less than eighth grade education in Providence. Our referrals represent only 1.6 percent of these educationally deprived citizens, hardly cause for exuberance, especially in terms of the ramifications: unemployment, underemployment, welfare costs, health problems, delinquency rates and a basic tendency toward what can be termed "general hereditary deprivation based on environmental factors."

General Information ranks third and was dispensed to 8.3 percent of our clients. Questions asked were of such a broad range that they could not be coded precisely in spite of 50 specific referral sources in the coding manual. Diversity certainly exists. The high figure also indicates the scope of service provided by ARISE to the Providence School Department. Many requests received by the switchboard are channeled to our office because we seem better able than any other department to provide an answer--a source of referral. The pattern of increasing demand is especially dramatic: 1967--5.8 percent; 1968--6.8 percent; 1969--13.3 percent.

It is not surprising that fourth in rank are referrals through the ARISE Directory. The actual rank should be much higher. It cannot be emphasized strongly enough that the 7.7 percent recorded does not accurately measure the use of the Directory as a referral source. This figure, 7.7 percent, is only the recorded number of referrals handled directly through the ARISE office and counselors. As mentioned several times throughout this report, the Directory is distributed to social agencies, guidance counselors, industry, libraries, schools, etc.; and all these agencies, in addition to ARISE, use the Directory for referrals. This multiple use of the Directory by multiple users makes it impossible to estimate, much less accurately record, the untold number of referrals made through this source.

About 6.1 percent of our clients have been referred to the Rhode Island Department of Education. These persons asked to take the High School Equivalency (HSE) Examination without enrolling in a preparatory class; and some were taking all or part of the examination for a second or third time. A marked yearly increase from 5.4 percent to 8.2 percent in 1969 can be associated with the drop of enrollment at Central Evening High.

Our anticipation that referrals to Senior AIDE Employment would rank near the top was justified - 6th ranking or 4.9 percent of the total. This percentage represents a total of 178 individuals. The most important inference is that many older people need and want supplementary income.

Ranked 7th is referral to Literature of Other Agencies,with a 4.4 percent average. This referral combines two related categories--said literature, their posters and flyers. Most of what was coded as Literature of Other Agencies were pamphlets prepared by the Rhode Island Department of Education stating requirements for HSE. These were sent to many ARISE clients who were planning to take the test without classroom preparation. The balance reflects distribution of materials promoting programs sponsored by other agencies but underwritten strongly by ARISE. Noted examples would be flyers for two television series--TV High School and Read Your Way Up. In fact, some of these materials were prepared, as well as distributed, by ARISE. Posters for ABE classes would be coded in this group also. Combined, or separated, the averages illustrate the degree of our cooperative role in extending to our clients the services of other agencies.

Three categories of referrals show an identical three-year average of slightly over 4.0 percent. They are: 1) Community Schools; 2) Colleges, Junior Colleges, and other higher education programs; and 3) Public Adult Education outside of Providence.

The Community School referrals percentage is deceptively high, due to frequent referrals to them in our first year of operation. The three-year trend is more meaningful: 1967--9.9 percent; 1968--4.3 percent; 1969--2.0 percent. The decline reflects lack of satisfaction by our clients with this source due largely to the use of voluntary neighborhood teachers. It has been our experience that classes in these centers do not operate on a systematic schedule. Late openings, cancellation of courses, lengthy coffee breaks, and various other factors have caused us to be cautious in referring clients.

The 4.1 percent referred to Public Adult Education outside Providence supports a point made repeatedly throughout this report, namely that circulation of the ARISE Directory broadens the area of our service from Providence to other Rhode Island communities.

Employment referrals rank next, representing 129 clients, or 3.6 percent of the caseload. Specifically, clients were directed to make application to the Providence School Department, Federal Programs administered by the Providence School Department, Department of Employment Security, the Adult Basic Education Office, or to ARISE itself. It should be pointed out that the figure is in addition to Senior AIDE employment referrals which were discussed separately (Rank 6--4.9 percent). If combined, all employment referrals would total 8.5 percent and rank fourth.

Other Services of ARISE placed 10th, showing the diversity of our program. The bulk of the 3.5 percent average is attributable principally to two of our involvements. In the Fall of 1968 a Workshop exploring all phases of our program was conducted. Advanced publicity engendered overwhelming interest and many inquiries flooded our office. During the Summer of 1969 a similar response resulted from an ARISE-sponsored pilot project centered on viewing TV-High School, with supplementary instruction provided by qualified ARISE field workers at viewing sites. Referrals made to these sessions were categorized separately so that the results could be evaluated.

Vocational or Occupational Training accounted for another 123 referrals. This number would be considerably higher if more resources were available. If the 3.4 percent referral average which this figure represents is compared with the 9.4 percent request average, the deficiency in kind and number of adequate resource facilities is more apparent.

An identical number were recommended to the Reader's Advisor at the Providence Public Library. Most of these people requested assistance in pursuing a home study program prior to taking the HSE Examination.

Next in rank were 2.4 percent of our clients whom we advised to view the TV-High School Series in their homes or in one of several viewing places which we made available.

Ranked next, 2.2 percent, are referrals to the ARISE Directory supplements for drop-outs and for non-college bound high school graduates. The 79 people directed to these materials do not include the hundreds to whom supplements were distributed by ARISE. The number presumably does indicate somewhat the side effects of those promotional efforts. As stated elsewhere, all promotional methods reach many more than those at whom they are aimed.

Other Providence Adult Education facilities, mostly private, also accounted for a small percent of our referrals. These were suggested when no public programs were available.

Another small, 2.1 percent, of our clients were referred to ABE literature--mainly flyers and posters. Most of these were multiple quantities provided to agencies or individuals who redistributed them.

A significant referral, although only 1.3 percent, is placement of clients in Providence School Department day classes. The 47 people represented may be small in number but the meaning of this number of people interested in full time day study is great. The existence of only one Transitional Room in the Providence School Department hardly fills the need. These groups should be small to allow individual instruction and an abundance of supportive measures if their motivation is to be maintained. The number of our own referrals could justify five classes. Furthermore, it can be assumed that greater availability of classes would lean to a larger number taking interest in more intensive study than is provided by equivalency preparation.

Referrals to various special Guidance Services was made, approximately one percent of our caseload. The majority of these were for testing services through DES or the University of Rhode Island. The latter is more educationally oriented but involves a substantial cost to the individual. Many more clients requested testing but refused referral due to the cost. We have seen a definite deficiency in wide scope free testing and follow-up services throughout the three years of our operation. ARISE has helped to fill the referral gap, but we are not equipped for testing in depth.

Thirteenth in rank is the Urban Education Center. About 2.3 percent, or 83 of our referrals, were made to this facility which was established just over a year ago. It is anticipated that the UEC will become one of the strongest resources. The Center is multi-level and caters to those who are unable to finance continuing education programs. Courses include Basic Math and English Skills that are sometimes recommended to students being counseled through the Center for HSE tests. Other courses carry college credit. All adults interested in making some attempt at self-improvement through education are encouraged to seek their individual levels at this dynamic new facility.

In summarizing a major referral category--High School Equivalency--several specific sources should be grouped for analysis. It is estimated that 75 percent of all clients directed to Central Evening High and Community Schools were seeking this kind of preparation. Of the number sent to the Urban Education Center, an estimated 67 percent had the same goal. Since TV-High, Providence Public Library, Rhode Island Department of Education (test administration) and 50 percent of ARISE Directory supplements (dropout edition) are also resources for HSE, a combined total seems meaningful--an aggregate average of 29.7 percent. It must be reiterated that, although this estimate is high, the availability of more resources would make it higher.

XVII. THE TYPICAL ARISE CLIENT

As is apparent from the foregoing analyses, multivariate computations were not made, so results of a composite nature cannot be derived with validity. However, from the consistency of results in the one-way frequency distributions, in the two-way breakdowns, and in the follow-up, we are inclined to present a profile of the typical ARISE client, in spite of our lack of statistical validity.

The typical ARISE client is a female, 18 to 25 years old, has completed a grade level ranging from 9th through 11th grade, is of the lower middle-income bracket, is white, married, and lives in Providence in the Elmwood area or Washington Park. She has contacted ARISE herself by telephone and is seeking a High School diploma or Equivalent, or vocational/technical/semiprofessional training. She has learned about ARISE from inquiries made to the Providence School Department Switchboard. ARISE referred her to Central Evening High School to earn a High School Diploma or Equivalent and/or to other sources which provide High School Equivalency Programs for supplementary help or for convenience. She has relatively good command of the English language. We don't know her employment status nor her financial role in the family.

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II. QUALITATIVE ANALYSIS 30 - 41

FOLLOW-UP SECTION

One of the most crucial issues in evaluating any project is an assessment of its value as expressed by those whom it served. Such an appraisal of ARISE has been carried out by quantitative and qualitative methods.

As mentioned in the original objectives of ARISE, in Continuation Proposals, and elsewhere in this End of Project Report, the follow-up study serves several purposes, including:

1. It indicates whether or not ARISE counseling and referral techniques have been relevant and effective.
2. It reveals gaps or deficiencies in ARISE services.
3. It provides information regarding the effectiveness of sources to which ARISE has referred persons.
4. It points up gaps in programs that need to be filled.
5. It indicates client attitude and attitude change.

I. QUANTITATIVE ANALYSIS

A. THE SAMPLE

We conducted a follow-up study of a random sample of 187 clients who reside in the City of Providence. In compiling this sample, we followed several procedures.

Briefly, we examined the Permanent Record cards of Providence clients accumulated since the inception of ARISE, in order to derive a sample representative of the frequency in each of the 37 Providence Census Tracts. These numbers were then pro-rated by census tracts so that a random sample of approximately 200 would be obtained as an accurate reflection of our caseload.

For the first "go 'round" we made our contacts by telephone. In doing so, we set aside those cards of clients who had no phone, whose numbers had been changed to non-published ones, and who, because of other prohibitory circumstances, prevented our quick contact by phone. We were able to contact some only after making two, three or four calls.

All in all, some 309 cards had to be handled before a representative sample could be assembled for follow-up.

ARISE staff and Senior AIDES made a total of 491 telephone calls which resulted in contacting 165 clients. Of these, 113 were called once, 28 were called twice, 11 were called three times, 11 four times, and 2 five times. This made a total of 256 calls which resulted in obtaining a sample of only 165.

Of the remaining 144 clients who were not reached by phone, 24 were set aside immediately because no phones were listed for them. To the remaining 120, we made 235 calls, broken down as follows: 80 were called once and discarded because of change to non-published numbers, moving, and discontinued service; 4 were called twice, 4 three times, and 7 five times.

At the same time we attempted to reach the 144 "rejects" by mail and/or by personal visit. We had some success; and we decided on 44 of the resulting contacts as subjects for our study, selected because 1) they were representative of the ARISE caseload by census tracts, and 2) they provided usable data. This made a total of 209 subjects on which to base our follow-up analysis.

It is important to note, however, that our final sample was 187 because we eliminated 22, or 10.5 percent, of the 209 on the basis of non-usable data. These cases were agencies and other "non-clients" whose requests were of an informational nature and not related specifically to any client. However, we did not discard all agency-initiated requests, but maintained for analysis those requests which were made on behalf of a client who had been identified and whom we followed up as an individual, or through the records of the collateral.

B. THE QUESTIONNAIRE

For purposes of obtaining and recording the information, we devised a Follow-up Questionnaire. ARISE staff and Senior AIDES recorded on each client's card (which already contained personal data) replies to the following questions received over the telephone, by mail, and/or by personal visits:

Did you follow our advice, recommendations, or referral? Yes_____ No_____.

If not, why?____

Did you enroll in a class or course? Yes_____ No_____.

If not, why?____

Did you complete the program? Yes_____ No_____.

If not, why?____

Did you take the test for 8th Grade Equivalency?_____ High School Equivalency?_____

Did you pass it? Yes_____ No_____. Did you pass some of it? Yes_____ No_____.

Were you satisfied with our ARISE service? Yes_____ No_____.

If not, why?____

Did your employment improve as a result of referral? Yes_____ No_____.

Comments____

____

____

C. RESULTS

Our findings and correlations are based on our recorded data with respect to the nature of the request, the action taken by the client, and results of referrals.

Some data are incomplete because the total sample of 187 did not answer all questionnaire items. The respective sampling on each item in the statistical analysis is presented throughout this report.

1. Satisfaction with ARISE Services

Perhaps the most important item of the questionnaire, from the standpoint of "accountability", is one that asks for an "Expression of Satisfaction" with ARISE services. To this item, 168 responses were recorded. One hundred fifty-five, or 92.4 percent, expressed satisfaction with ARISE. Only 13, or 7.8 percent, said they had been dissatisfied.

These data were analyzed further and a correlation made between "Satisfaction with ARISE" and "Initiator." The results are illustrated in Figure 1, with percentages reported for the 168 clients who answered this question.

1. Of the 98 self-initiated requests, 91, or 54.2 percent, of the 168 total sample expressed positive reactions to ARISE services.
2. Twenty-eight of the 29 family-initiated requests represent 16.7 percent satisfied.
3. Agency-initiated requests totalled 24, of which 20, or 11.9 percent, were satisfied.
4. Of 10 requests initiated by ARISE, and seven by a friend of the client, 9 (5.4 percent) and 7 (4.2 percent) found satisfaction respectively.

Results indicating that 54.2 percent self-initiated contacts expressed satisfaction with ARISE appears to substantiate our hypothesis that general satisfaction is significantly higher when the inquiry has been initiated by the client himself, than when initiated by another. When we examine relationships within groups, however, we note that proportion-wise the family-initiated group enjoys the greatest degree of satisfaction with ARISE services of all groups. Though the numbers in the family-initiated group are too small (N=29) to draw conclusions with confidence, these findings demonstrate the need to investigate this phenomenon further. The results also add to our sparse body of knowledge in adult counseling.

We may infer from these data that the ARISE Project has achieved some measure of "accountability."

Satisfaction with ARISE Services

NUMBER OF RESPONDENTS: 168

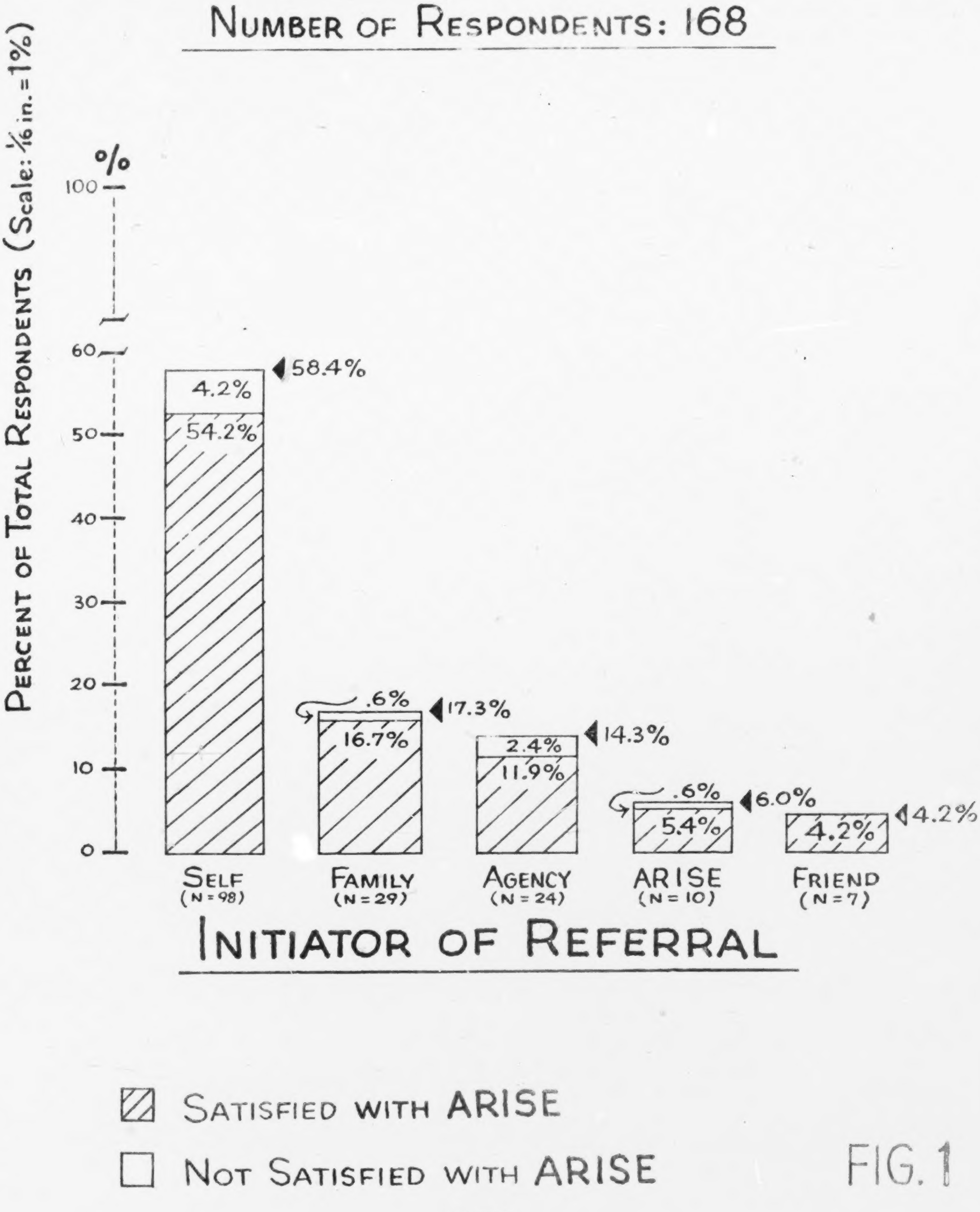


FIG. 1

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

2. Age in Relation to Educational Objective Attained

We obtained age data for 1631 clients in the total ARISE caseload, and for 150 clients in the follow-up random sample. Of the 150, 67 replied to the question on educational objectives "attained or being pursued"--44.7 of the 150. Figures 2 and 2-A provide the data.

Figure 2 presents the overall age distribution of the 150: sixteen under 18 years of age (10.7 percent); fifty-nine, 18-25 (39.3 percent); nineteen, 26-30 (12.7 percent); twenty-six, 31-40 (17.3 percent); seventeen, 41-50 (11.3 percent); six, 51-60 (4.0 percent); six, 61-70 (4.0 percent); and one, 71 and over (.7 percent).

Figure 2-A is a two-way distribution of age by educational objective, and indicates the perseverance--or lack of it--of the 67 clients who stated both their age and their success in pursuit of an educational/vocational goal. We find that 26, or 38.8 percent, of the 18-25 age group are continuing or had completed their educational objectives. This represents the largest proportion of successes of any age group in the sample. The 31-40 age group includes 12 clients, or 17.9 percent, the second largest proportion. Of those between 26 and 30 years old, 10 subjects, or 14.9 percent, had completed or were continuing programs; and the 41-50 group, had eight clients, or 11.9 percent, in the plus category. Other groups who had positive results are all less than 10 percent each of the total 67: of those under 18, only six, or 9 percent; of the 51-60 group, three, or 4.5 percent; of the 61-70 group, two, or 3 percent; and none over 70 experienced positive results.

These data are significant in that the "Under 18" group indicates little motivation to resume education within the first two years after dropping out. The swing up to 38.8 percent, the highest proportion--in the 18-25 group--suggests that frustration with employment opportunities may lead to renewed interest in education, since personal confrontation with basic educational requirements demanded by industry forces youngsters to face this reality.

Follow-Up Age Distribution

NUMBER OF RESPONDENTS: 150

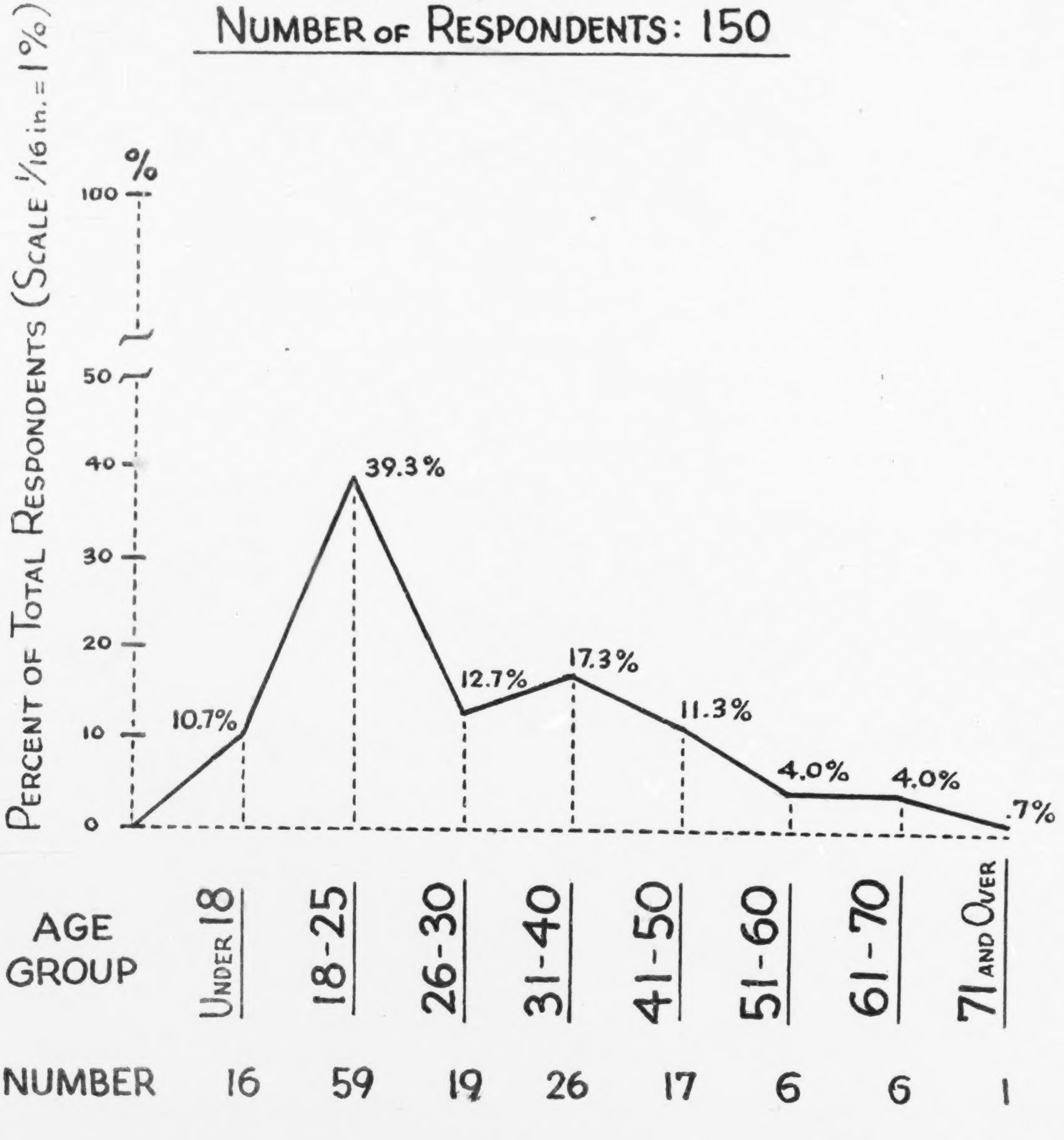


FIG. 2

MPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

AGE-Educational Objective Attained or Being Pursued

NUMBER OF RESPONDENTS: 67

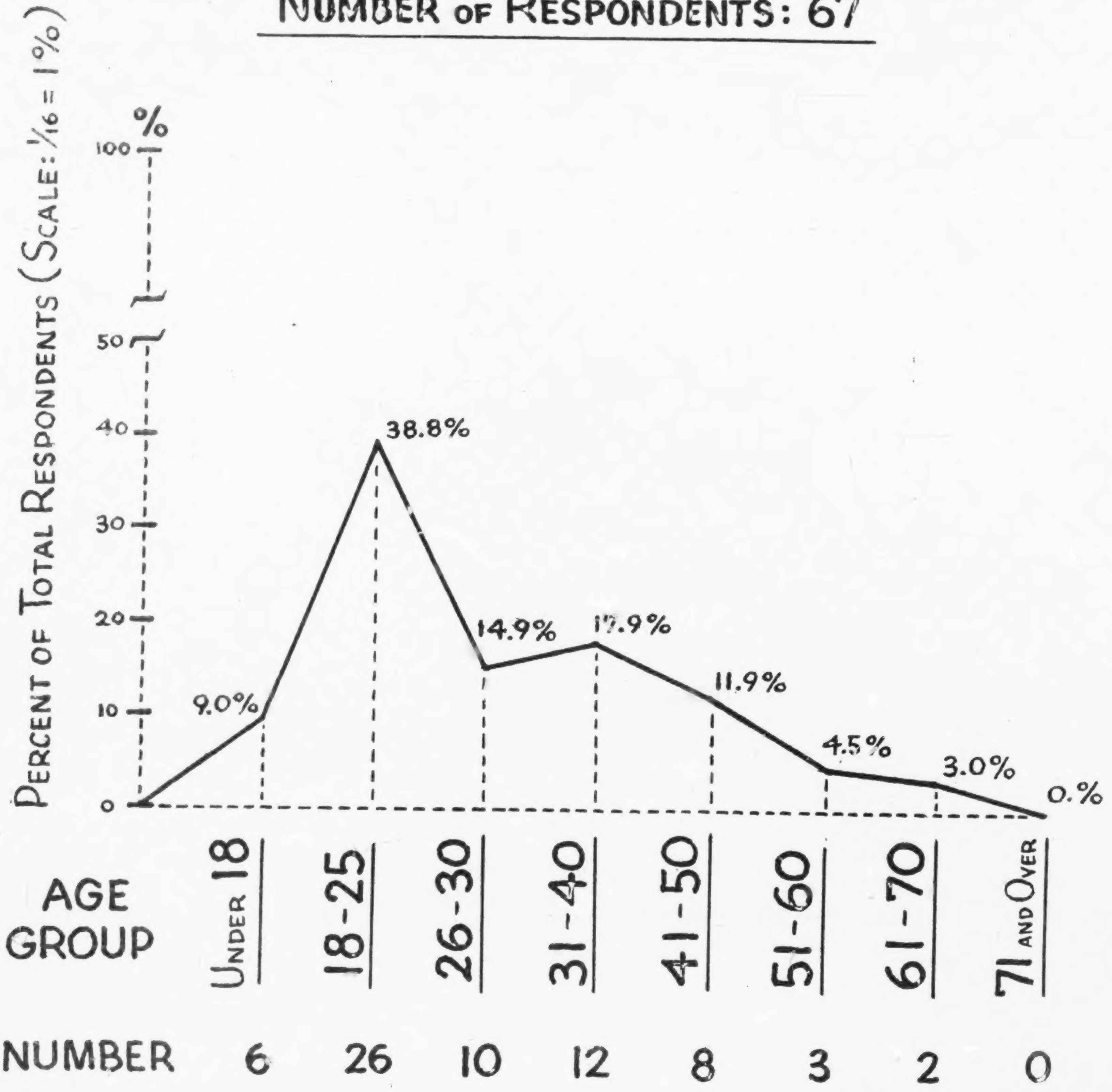


FIG. 2-A

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Beyond 25 years old, the percentage drop probably indicates greater family responsibility and less time for education. Many men resort to two jobs to meet the financial needs of their family. This makes it impossible for them to take courses and often prevents married women from continuing education due to child care responsibilities, even at night. Interest may be high among those over 25 years, but implementation of plans encounters obstacles that prevent clients from attaining their objective.

An unexpected result occurs in the age distribution. If we superimpose upon one another Figures 2 and 2-A, and the Figure representing the age distribution of the 1631 of the total ARISE caseload who expressed their age (presented earlier in this report) we note a significant similarity among all three distributions. These Figures represent: 1) Age Distribution of total ARISE caseload (N=1631); 2) Age Distribution of Follow-up Study (N=150); and 3) Age correlated with Educational Objective reached or being pursued (N=67). Our inference from this significant relationship is that our Age and Educational Objective sample of the follow-up study is representative, not only of the random sample extracted from the population of the 37 Providence Census Tracts, but also of the age distribution of our total ARISE caseload. Thus, generalizations emanating from our "age" analysis in relation to educational objective can be accepted with confidence, even though the numbers are small.

3. Effect of Kind of Initiator upon Client's Attaining Educational Objective

The total sample of 187 answered this question. Of the 187 subjects, 106, or 56.5 percent, reached their educational objectives; and 81, or 43.5 percent, failed to obtain their goal. Variances between and within "initiator" categories are presented in Figures 3 and 3-A respectively.

Based on the total sample of 187, results show that 122, or 65.3 percent, of requests were self-initiated. Family-initiated requests totalled 35, or 18.6 percent, of the entire

Initiator - Educational Objective

NUMBER OF RESPONDENTS: 187

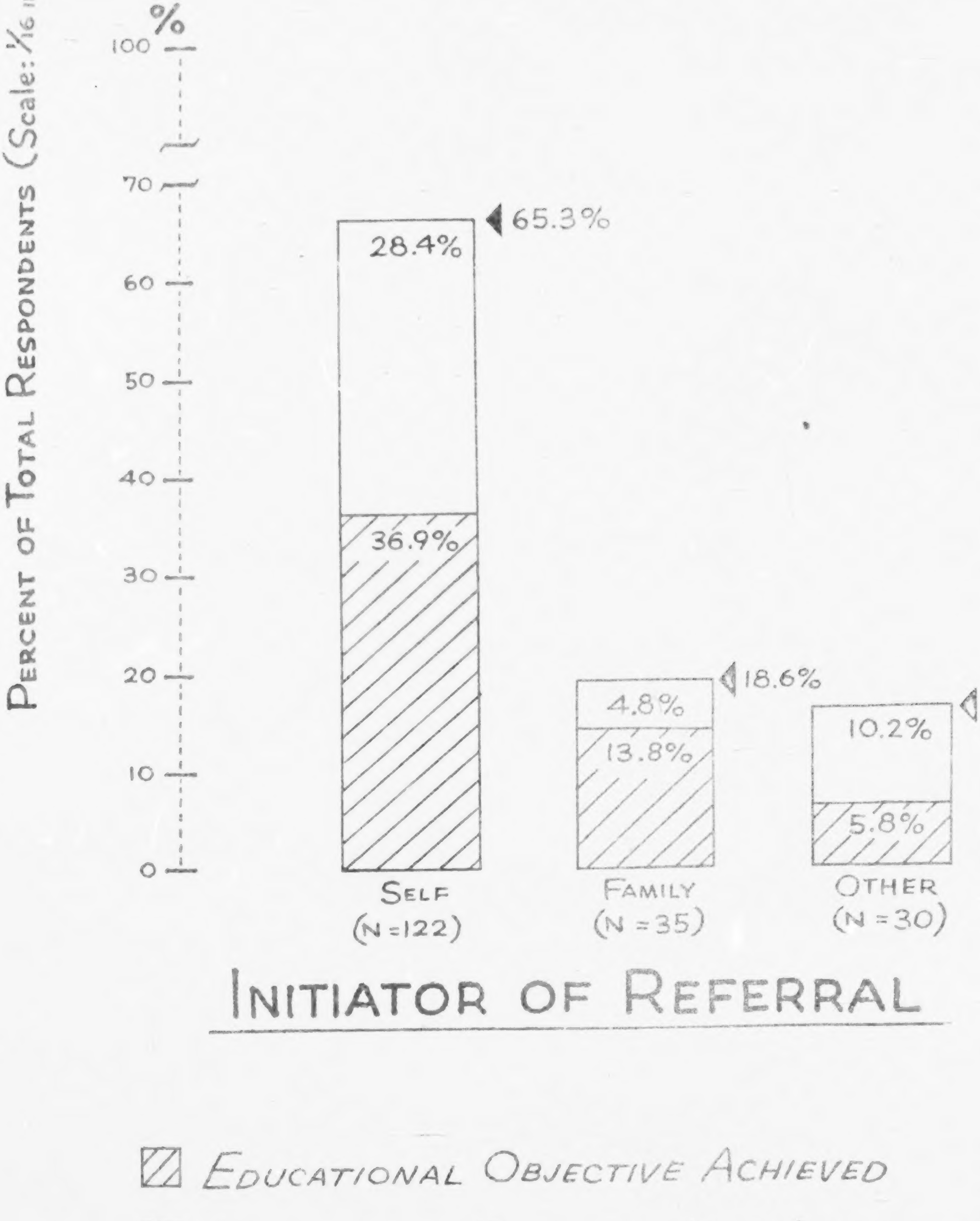


FIG. 3

OMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Initiator - Educational Objective

NUMBER OF RESPONDENTS: 187

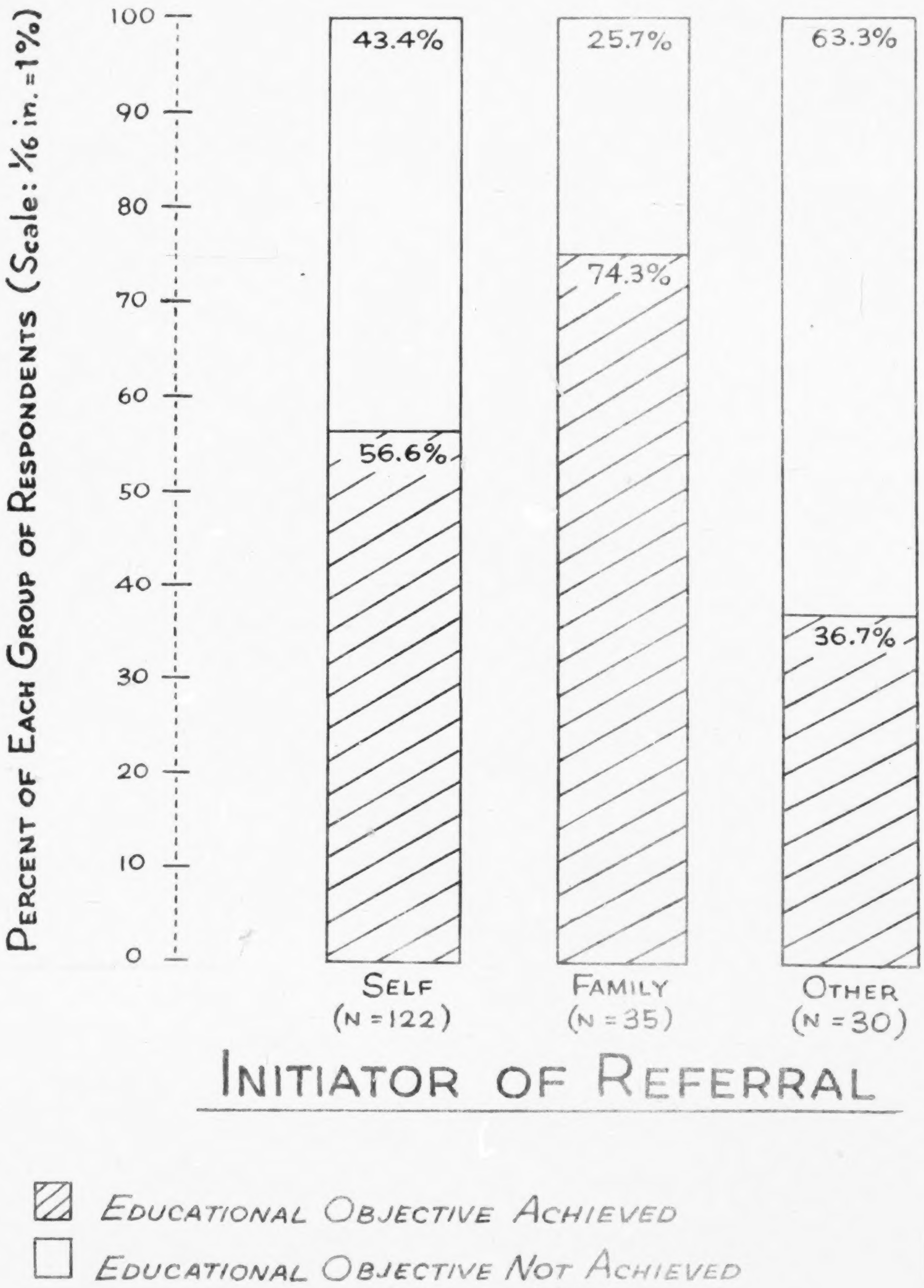


FIG. 3-A

OMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

sample. Those initiated by employers, agencies, etc., comprise the remaining 30 cases, or 16 percent of the total.

We tested the hypothesis which we posed at the inception of ARISE, namely that requests which are self-initiated have a greater probability of positive results than those which are other-initiated.

Self-Initiated

Sixty-nine, or 36.9 percent of the total sample achieved their objectives; and 53, or 28.4 percent did not. More importantly, however, of the 122 subjects whose requests were self-initiated, 56 percent reached their objective; while only 43.4 percent did not.

Other-Initiated

1. Of the family initiated requests, 26 (13.8 percent) of the total sample reached their objectives, and nine (4.8 percent) did not. Based on the 35 family-initiated requests, 74.3 percent reached their objectives, and only 25.7 percent did not.

2. Of the employers/agencies, etc., the objective was reached by 11 (5.8 percent) of the total sample, but not by 19 (10.2 percent); and of the 30 cases, the objective was reached by 36.7 percent, and not reached by 63.3 percent.

Discussion

At first blush it appears that the self-initiated are more likely to achieve their goal than the other-initiated; so we would accept the hypothesis that the "self-initiated requests have a greater probability of obtaining results than those which are other-initiated." Variances between groups show that the self-initiated accounts for 36.9 percent of the total "successes", while the other-initiated accounts for only 19.6 percent. Family-initiated accounts for 13.8 percent successes, and others for 5.8 percent.

However, variances within groups reveal that a larger proportion of the family-initiated group achieved success than that in the self-initiated; and that very few successes occur when agencies initiate. The numbers are so small within the family-initiated group, however, compared with those in the self-initiated, that no definite conclusions can be drawn. Therefore, we cannot reject the hypothesis with any degree of confidence.

Various theories may be advanced based on the successes that occurred within the family-initiated group, small though it is:

1. Family-initiated contacts may reflect higher client-motivation than is readily apparent. Telephoning may have been delegated to a relative due to a conflict between the working hours of the client and the ARISE office hours. Originally, we felt that these calls represented over-zealous relatives whose motivation exceeded that of the client.

2. A concomitant inference, based on our revised theory of time-conflict, is that clients who delegated inquiry may, indeed, be highly motivated by a goal of employment improvement since our assumption is that they were employed at the time, thus preventing their telephoning on their own.

3. The supportive role of the family may have motivating effects on the client. The wife, mother, etc., who encourages the client and who tries to relieve some of the usual family pressures, can be an important factor in ultimate successes or failures.

4. Referral and Educational Objective

A major follow-up factor to be considered is ARISE Referral (followed or not followed) correlated with Educational Objective (achieved or not achieved). Figures 4 and 4-A provide graphical results of this two-way analysis.

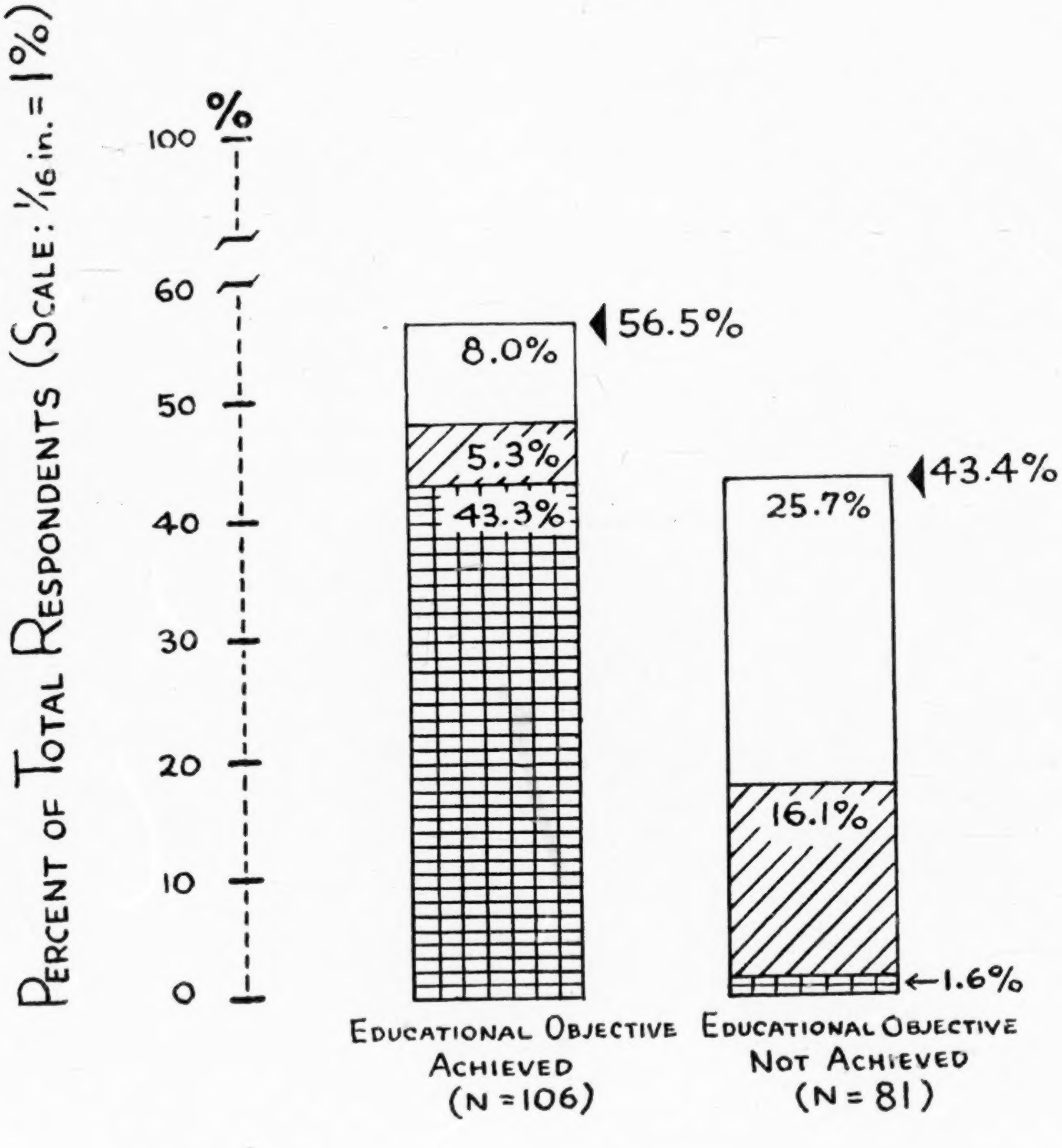
Figure 4 provides results of an analysis based on the total sampling of 187 clients, and indicates that 56.5 percent achieved their educational objective while 43.4 percent did not.

Data related to the "achievers" show the following breakdown: 43.3 percent had followed our referral and either completed a program or were still continuing in one; 5.3 percent followed our referral but stopped; 8.0 percent did not follow our referral.

Statistics pertaining to "non-achievers" are as follows: 11.6 percent followed referral

Referral - Educational Objective

NUMBER OF RESPONDENTS: 187



▦ Referral Followed - Program Completed or Continuing

▨ Referral Followed - Program Stopped

☐ Referral Not Followed

FIG. 4

ompiled by Adult Education Dept., Providence Public Schools, Dr. Mary C. Mulvey, Supervisor, June 1970

Referral-Educational Objective

NUMBER OF RESPONDENTS: 187

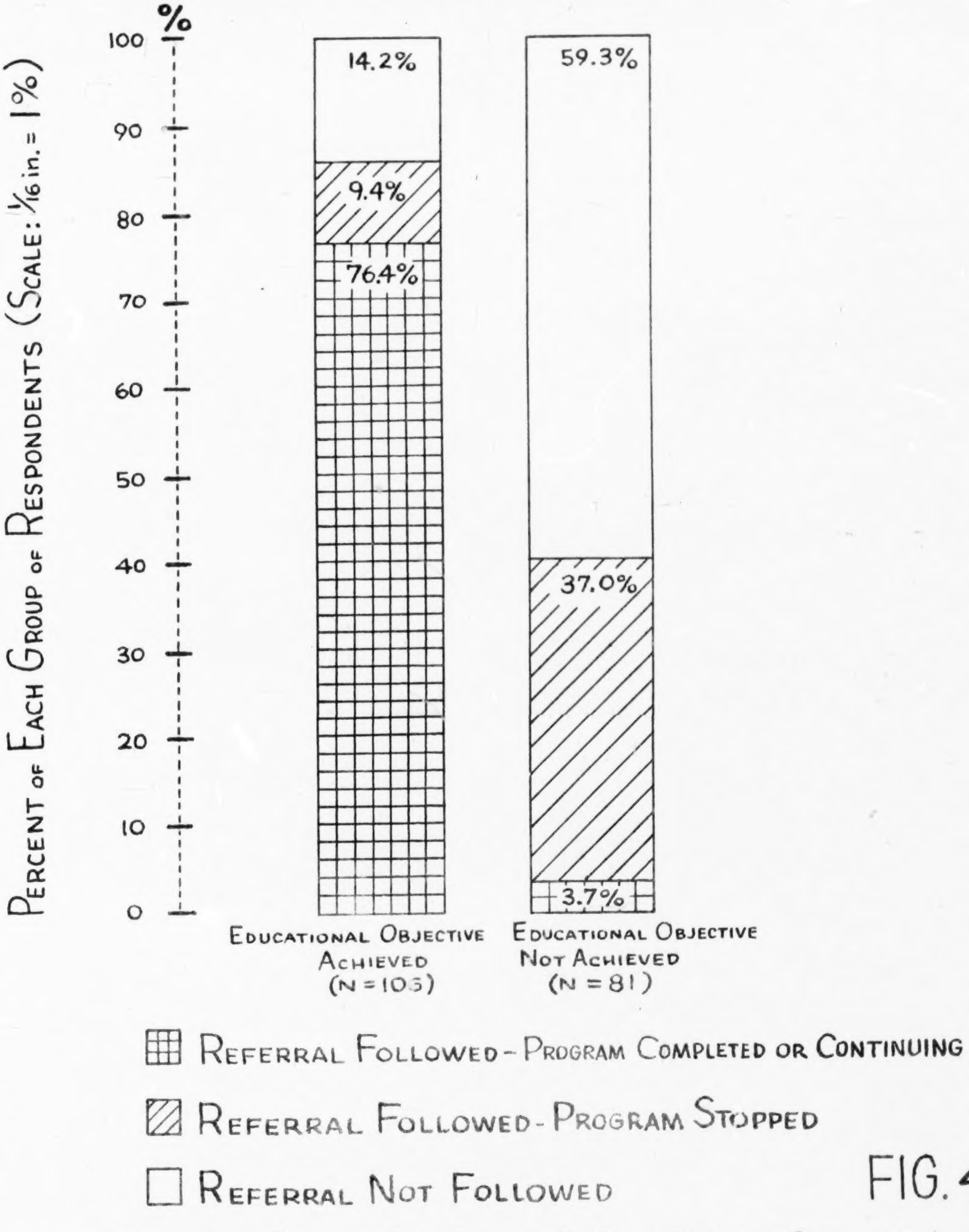


FIG. 4-A

ompiled by Adult Education Dept., Providence Public Schools, Dr. Mary C. Mulvey, Supervisor, June 1970

and were continuing; 16.1 percent followed referral but had stopped the program; and 25.7 percent did not follow referral.

An even more impressive picture is presented in Figure 4-A, with each of the two groups representing 100 percent.

Data indicate that 106 clients reached their educational objective; and of this number, 81 (76.4%) followed our referral and had completed a program or were continuing in one. An additional 10 (9.4%) followed our referral but had stopped the program. The remaining 15 (14.2%) had not followed our referral but had been successful, based on self-direction or information from some other source.

Findings show that 81 clients did not reach their educational objective. Of these, three (1.6%) had followed our referral and were still enrolled in a program. Actually, their goal had not been reached because their participation in the program was still in progress. Some 30 clients (37.0%) followed the referral but had stopped the program. The balance of 48 (59.3%)--a majority of the "unsuccessfuls"--did not follow the ARISE referral.

Statistics do show a positive correlation between following an ARISE referral and achieving an educational objective. Grouping together "achievers" and "non-achievers," a total of 66.3 percent followed our referral. Considering the 56.5 percent who did achieve their goal, only 8.0 percent accomplished this independently of our referral. It is clear, then, that goal-achieving and following referral are closely correlated.

It is also significant to note that, of the 106 "achievers", 27 subjects (25.5%) asked for an additional referral. Of even greater significance is the fact that 45 (55.6%) of the 81 "non-achievers" sought more counsel at the time of follow-up. As pointed out in the discussion about "referral-employment", clients are apparently satisfied with our referrals even when they were not successful in their goal initially.

5. Kind of Initiator and Effect upon His Employment

Data correlated between "Initiator" and "Employment" reveal somewhat low positive percentage results. Based on the total sample of 187 clients, only 21.3 percent of the client-initiated referrals reported an improved employment condition, while 78.7 percent failed to show any improvement in employment.

It had been theorized early in the project period that frustration with employment opportunities would be a strong initial factor in leading our clients to a renewed interest in education. This may well be the determining motivation in spite of the negative employment results achieved. However, it is entirely possible that greater impact is not being felt on the employment status because of: 1) intrinsic factors such as existing job seniority, low skill level, lack of (or inability to participate in) technical training, low educational level, etc.; and 2) extrinsic factors such as increasing rate of unemployment.

Figures 5 and 5-A provide employment data which indicate certain aspects of consistency with other sections of this follow-up study.

Self-Initiated

On the surface, there tends to be some evidence, in overall numbers, of a higher motivation for goal-striving among the self-initiated group of 122 clients than among the other-initiated groups. Of this group, 26, or 21.3 percent, indicated improved employment, while 96, or 78.7 percent did not.

Other-Initiated

1. Of the 35 family-initiated requests, only 11, or 31.4 percent, achieved improvement in employment, while 24, or 68.6 percent reported no employment improvement. This "within-group" result indicates greater success than the self-initiated within-group.

2. Of the 30 requests by collaterals such as employers, agencies, etc., only three (10 percent) show improvement in employment, while 27 (90 percent) of this group failed to report any employment improvement.

Initiator-Employment

NUMBER OF RESPONDENTS: 187

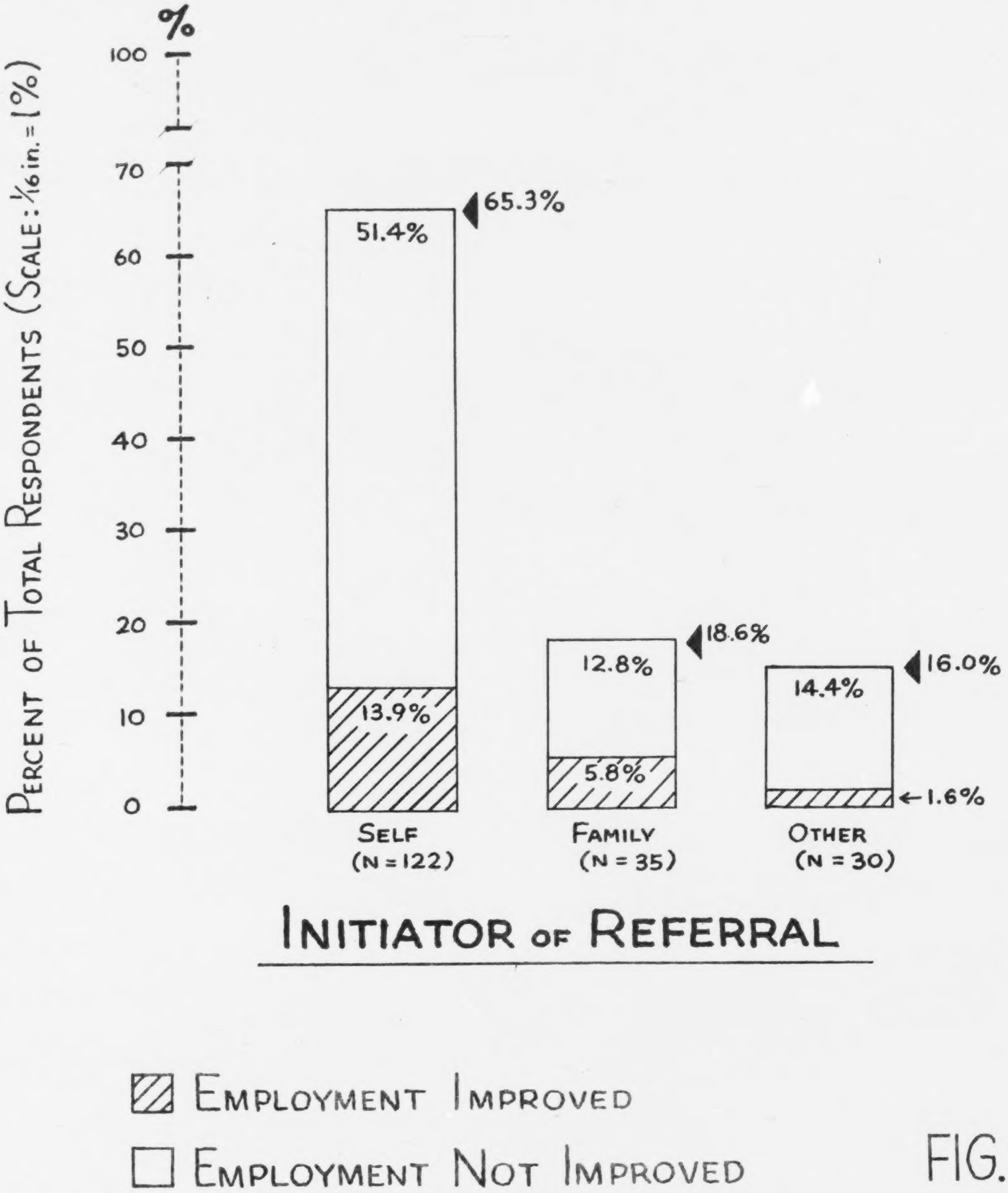


FIG. 5

MPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Initiator - Employment

NUMBER OF RESPONDENTS: 187

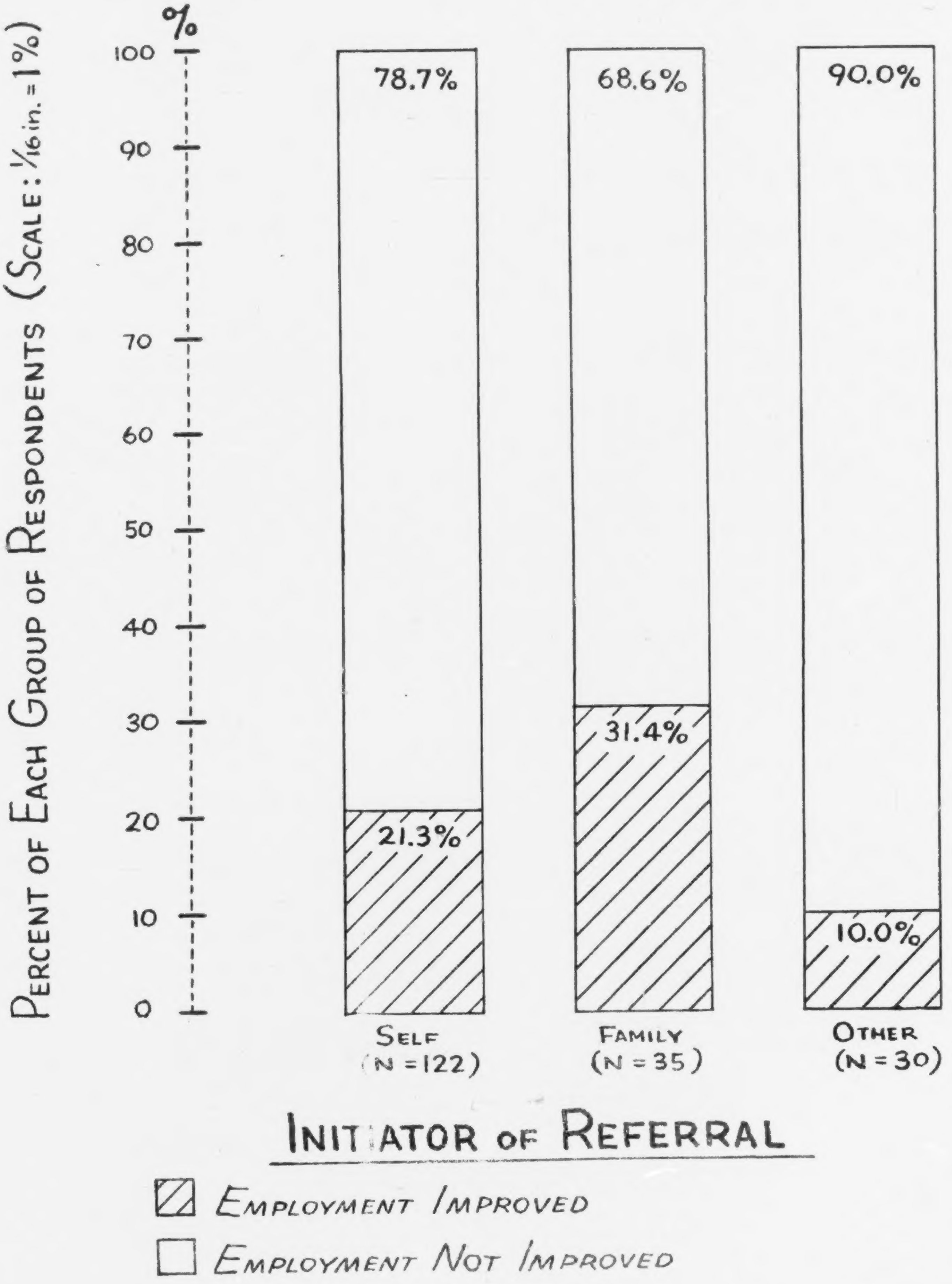


FIG. 5-A

OMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Discussion

Again the family-initiated group has a relatively higher rate of success with respect to improved employment than either of the other two groups, although the rate is significantly low. Because of the small numbers in the family group, and of many intervening variables, no definite conclusions can be drawn.

There is no easy explanation for the low rate of employment improvement. Long range employment goals correlated with broader educational goals may be one interpretation; but our statistical data do not furnish this kind of information. We may speculate that, at an intermediate level, a client could achieve the basic educational goal without necessarily showing improvement in employment. However, by organizing his future employment planning with a view to attaining a higher level of education commensurate with his ultimate employment goal, a client might report an improved employment status at a later date. Hence, it is apparent that our findings do not reflect this important aspect.

Inherent in these results is the definite need for longitudinal studies over a lengthy time-span on the same individuals in order to obtain accurate information on improvement of employment status as well as on other pertinent dependent variables.

6. Referral and Employment

The actual effect of referrals upon employment cannot be fully represented by any statistical data at this level of survey. As stated in another section of the follow-up report, the data compiled seem to reflect a rather disproportionate picture. However, we should not conclude that referrals had little effect on employment although we state that only 21.3 percent of the total caseload of 187 clients showed employment improvement, and that 78.3 percent of total seemed to show no improvement. Some extraneous factors previously cited could have had an effect on the outcome. More importantly, the long range effects of initial educational referrals, along with continuing or additional educational goal-pursuit by clients, have yet to be analyzed as factors in any future or long-term employment improvement results. A follow-up at the end of a five-or ten-year period would validate findings that may be quite invalid at this point in the experience of ARISE. The following data should be interpreted with this distortion factor in sharp focus.

Figure 6 shows that, of the total sample of 187, 40, or 21.3 percent, achieved an improved employment condition. Of these, 17.1 percent followed our referral with program completed or still continuing, 2.1 percent followed our referral but stopped program, and 2.1 percent did not follow our referral. Data related to the 78.3 percent who did not achieve an improved employment condition are as follows: 27.7 percent followed our referral with program completed or still continuing; 19.1 percent followed our referral but stopped program; 31.5 percent did not follow our referral.

The positive effects of following the ARISE referral is seen more dramatically in Figure 6-A where the two groups - employment improved and employment not improved - are viewed as separate entities based on 100 percent.

We see that 40, or 21.3 percent, improved their employment. Of this group, 32 (80 percent) followed the referral and completed the program or were still enrolled. Another four (10 percent) followed the referral but stopped the program. The final four (10 percent) did not follow the referral.

We also see that 147, or 78.3 percent, did not improve their employment. The referral was followed and the program was completed or was being pursued by 52 (35.4 percent). An additional 36 (24.5 percent) followed the referral but dropped out. The remainder of 59 (40.1 percent) did not follow the referral.

In view of the large percentage of "negative" results, the number of clients requesting an additional referral is extremely important especially in terms of our contention that this segment of the report is premature and misleading.

Referral-Employment

NUMBER OF RESPONDENTS: 187

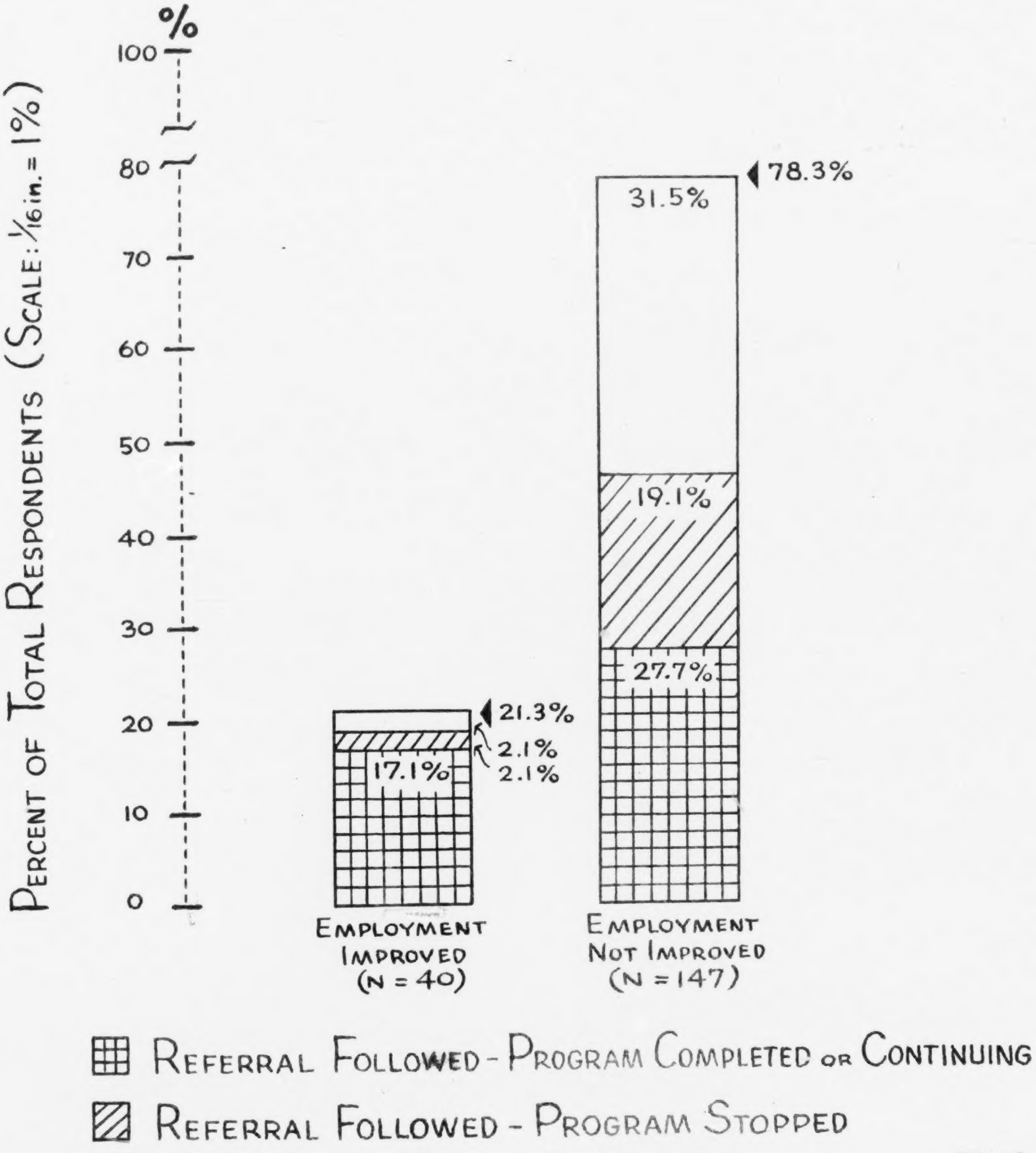
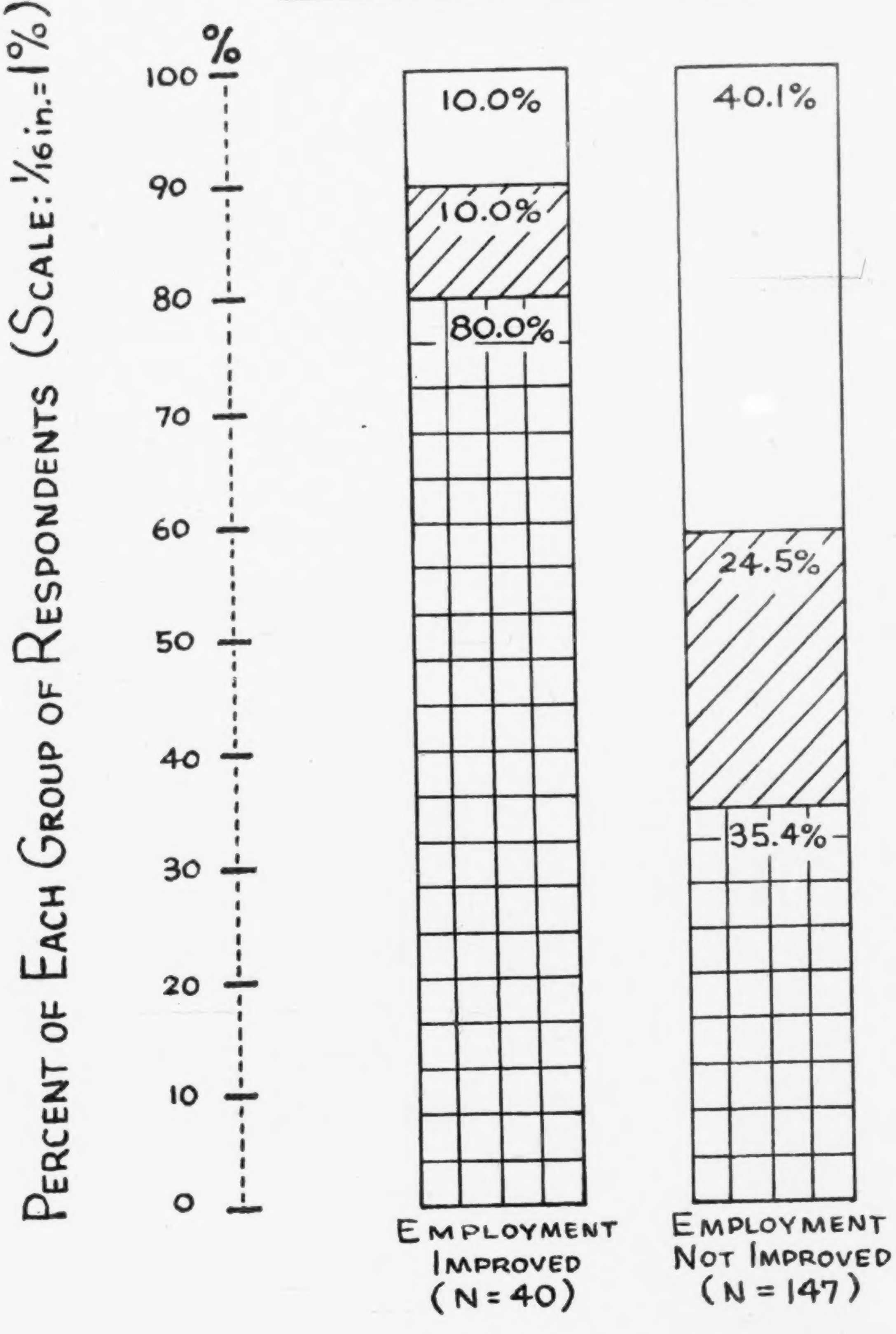


FIG. 6

MPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Referral - Employment

NUMBER OF RESPONDENTS: 187



⊞ REFERRAL FOLLOWED - PROGRAM COMPLETED OR CONTINUING

▨ REFERRAL FOLLOWED - PROGRAM STOPPED

☐ REFERRAL NOT FOLLOWED

FIG. 6-A

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Of the 40 clients whose employment was improved, nine (22.5 percent) sought additional advice. Of the 147 whose employment was not improved, 63 (42 percent) requested another referral. With a combined total of 64.5 percent seeking more ARISE aid, there appears to be optimism in the employment area among the clients. This factor supports our conclusion that it is too early to evaluate this factor.

In attempting to interpret any findings related to referral and employment results, it should be kept in mind that the probability exists that a higher rate of employment improvement might be revealed with a continuing follow-up of data on clients who have already achieved at least one educational goal.

Aside from statistical analyses, with the long range employment goal in view, we feel that future ARISE follow-up efforts should not only be investigative in nature but should be directed toward coordinating both educational and employment goals through additional referral efforts which would give heavy consideration to the needs of employers in the area of technical training. At least some investigation is warranted in these areas in view of these preliminary results.

7. Adult Basic Education Requests and Referral Results

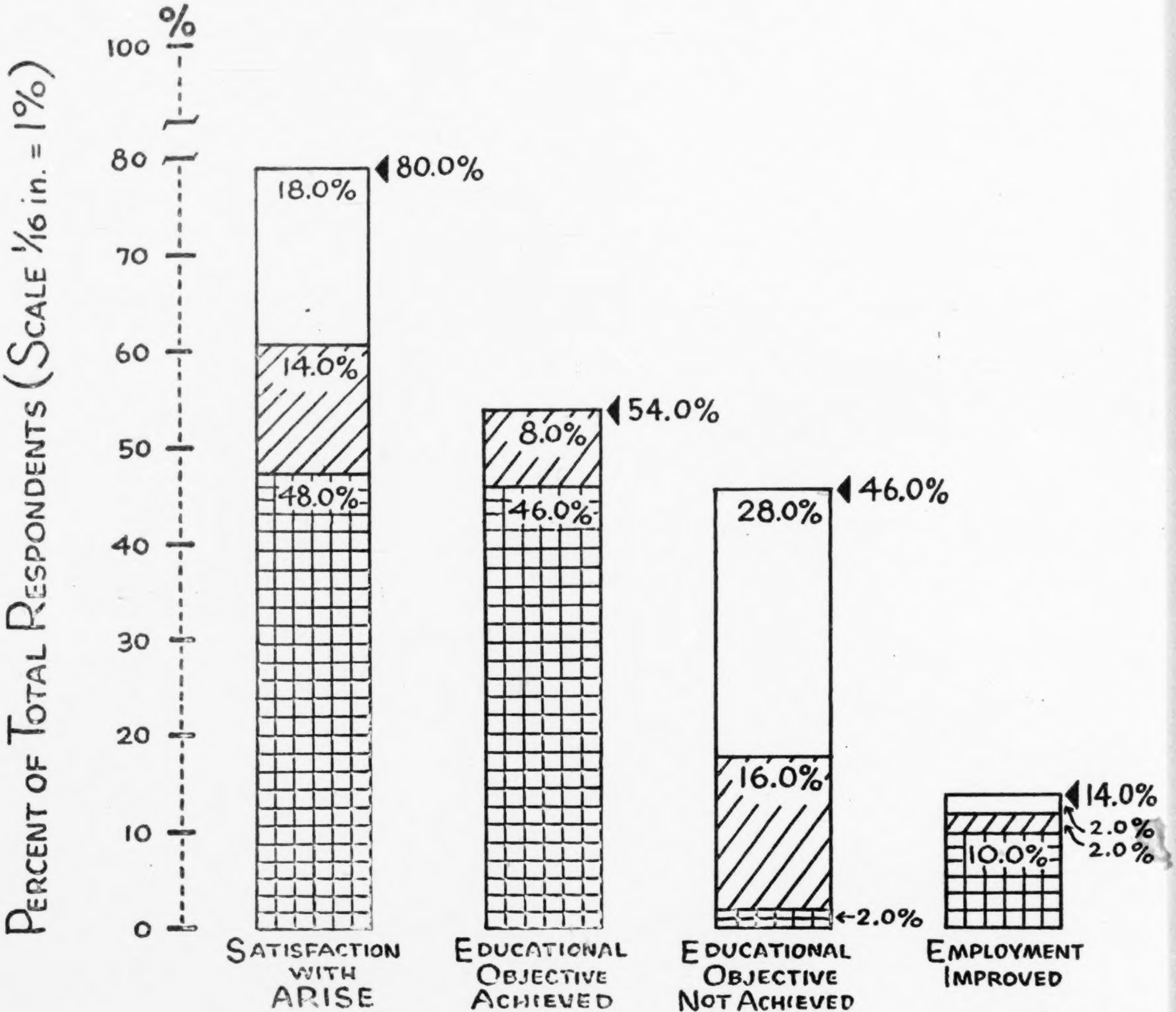
We have a sample of 50 persons who requested information about Adult Basic Education and/or English as a Second Language. Figure 7 presents referrals of clients in relation to three variables: 1) Educational Objectives Achieved or Not Achieved; 2) Improvement in Employment; and 3) Satisfaction with ARISE Services.

Satisfaction with ARISE Services

Encouraging results were recorded with respect to satisfaction with ARISE, with 80 percent feeling that ARISE referrals fully met their needs. Nearly half of the total ABE clients (48.0 percent) followed referral and completed a program or are continuing in a program. Another 14.0 percent also followed referral, but did not continue in the program.

ABE *Requests-Referral Follow-up Results*

NUMBER OF RESPONDENTS: 50



▦ REFERRAL FOLLOWED - PROGRAM COMPLETED OR CONTINUED
▨ REFERRAL FOLLOWED - PROGRAM STOPPED
☐ REFERRAL NOT FOLLOWED

FIG. 7

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, JUNE 1970

Only 18.0 percent chose not to follow referral; but, in spite of this, they still felt satisfied with ARISE services. Various personal reasons may have prevented enrollment, but the advice given was apparently satisfactory. Such statistical testimony would seem to support the contention that the project is highly valued by those whom it served.

Beyond this, it would seem that the extent of satisfaction with ARISE is also a reflection of satisfaction with ABE classes. With only 20 percent indicating dissatisfaction, it would seem that the locations, time, and instruction of ABE classes are favorable. The proportion who dropped out of classes, or who failed to register at all, is not unexpected or alarming since it is acknowledged by adult educators that people with less than 8 years of education are difficult to motivate.

Educational Objectives Achieved

Based on a total of 50 ABE requests, follow-up results indicate that 54.0 percent of these clients reached their educational objective. Of this proportion, 46.0 percent followed our referral, with program completed or still continuing. The remaining 8.0 percent followed the referral but stopped the program before completion. It is noteworthy that all of those who reached their educational objective had initially followed our referral.

Resulting follow-up data for the group of clients not achieving their educational objective, 46.0 percent of the total, were arranged as follows: 2.0 percent followed referral, with program completed or continuing; 16.0 percent followed referral but stopped program, and 28.0 percent failed to follow referral. Attention is called to the 28 percent who were unsuccessful as a consequence of not following ARISE counsel.

Improvement in Employment

There was improvement in employment among 14 percent of the total ABE client caseload: 10.0 percent of these followed referral with program completed or continuing; 2.0 percent followed referral but stopped program; and 2.0 percent did not follow referral. However, data in the area of employment improvement do not seem significant with relation to referral follow-up at this level of survey, as stated earlier. There may be some long-term employment improvement effects which have not yet been realized, as well as contributing factors on the job, either or both of which cause a distortion in the current statistical analysis.

8. High School Equivalency Requests in Relation to Referral Results

We have a sample of 83 clients who asked for information on High School Equivalency classes. Figure 8 provides results of a follow-up study of these in relation to: 1) Educational Objective Achieved or Not Achieved; 2) Improvement in Employment; and 3) Satisfaction with ARISE Services.

Educational Objective Achieved

Figure 8 reveals the results of a follow-up of these referrals: 48.2 percent reached their educational objective, whereas 51.8 percent did not prove successful in attaining such a goal. It seems reasonable to suppose that a high negative result is closely related to the fact that 30.1 percent of the total clients neglected to follow referral at all, while 19.3 percent stopped their program after referral. Only 2.4 percent of total were unable to reach an educational objective after having followed referral,with a program completed or in process of completion. On the other hand, 44.6 percent of all clients were able to reach an educational goal as a result of following referral,and completed a program or were continuing in one. A slim percentage of 3.6 managed to achieve an educational goal although they did not follow referral.

Improvement in Employment

Conclusive data regarding improvement in employment is not deemed valid for the scope of this report since any future effects of educational referral, as well as on-job conditions, are currently unknown. However, there was a figure of 13.3 percent of all clients reporting improved employment as a result of following referral and completing program. An additional

HSE Requests - Referral Follow-up Results

Number of Respondents: 83

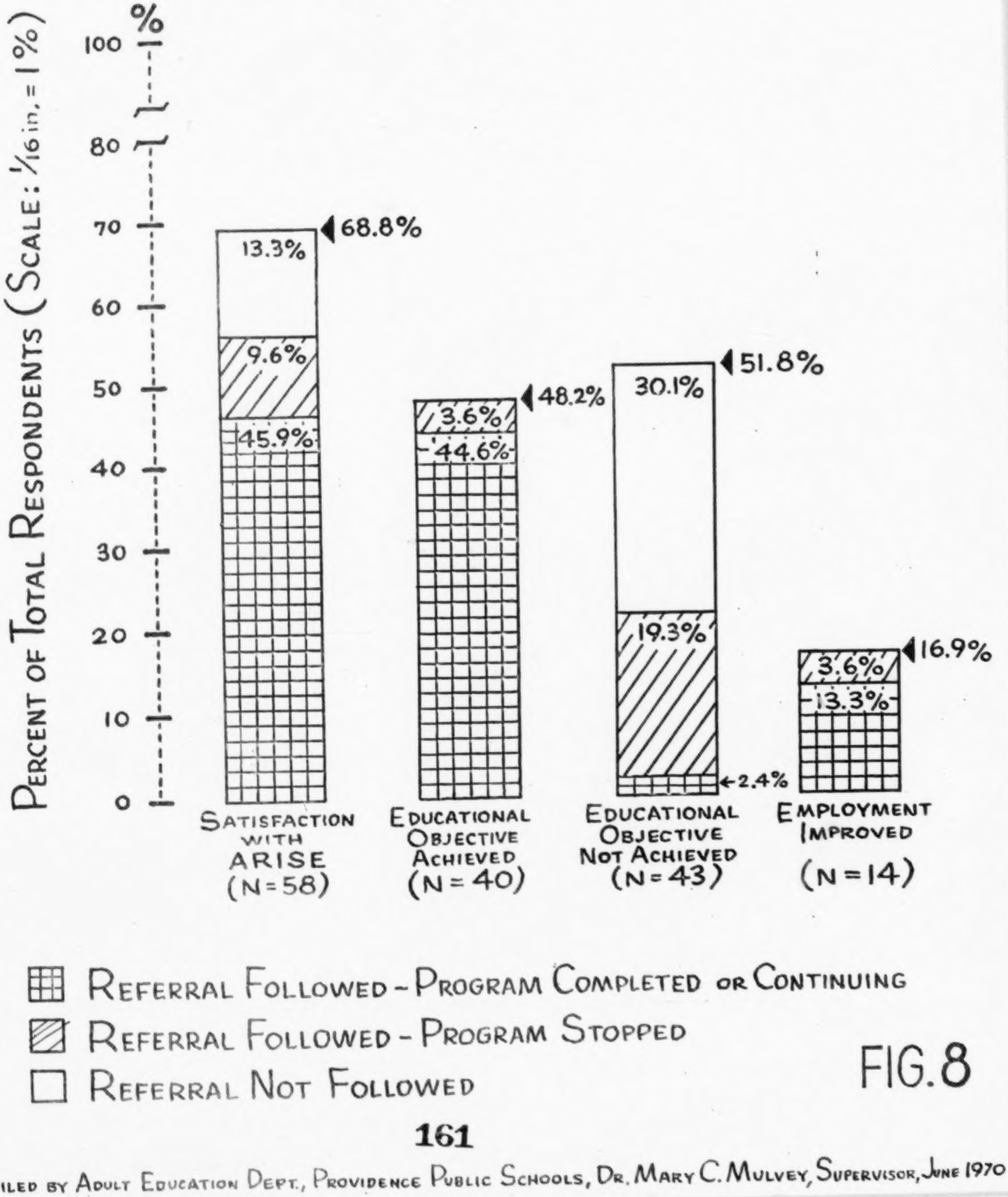


FIG.8

ompiled by Adult Education Dept., Providence Public Schools, Dr. Mary C. Mulvey, Supervisor, June 1970

3.6 percent also realized employment improvement by following referral, but had stopped their program.

Satisfaction with ARISE Services

Satisfaction with ARISE tended to follow the same general pattern in proportion to "referral followed - program completed or continuing" data: 45.9 percent of client cases who elected to follow referral by completing or continuing in a program signified satisfaction with ARISE services; 9.6 percent initially followed referral, stopped their program, but they still indicated satisfaction; and 13.3 percent showed satisfaction even though referral was not followed. A total of 68.8 percent of all clients were satisfied with the ARISE program as compared to 31.2 percent who were dissatisfied. In consideration of this relatively high negative response, several practical aspects are evident. The age factor, with respect to probable academic frustration, among High School Equivalency clients might reflect a higher degree of dissatisfaction than noted among older groups (ie. ABE clients). Location of educational facilities could be a contributing influence upon some of those who were displeased with the program. The high negative percentages reflected in this report tend to indicate a possible low motivation among those not achieving objectives; and they seem to reveal also an underlying dissatisfaction with ARISE by that same group of High School Equivalency clients.

II QUALITATIVE ANALYSIS

Follow-ups on the ARISE program take several forms. There is the direct telephone call, if the person can be reached, which checks on whether the client who requested information has acted upon the referral. This kind of call is limited, however, because of the fact that persons who work cannot be reached during the day, and ARISE office hours are limited to the daytime. There are insufficient funds to man a telephone in the evening. We have found, in addition, in the course of our follow-up surveys and on the basis of mail returned to us stamped "not at this address", etc., that although telephones may be listed, clients move frequently, disconnect the telephone, and do not leave a forwarding address. For instance, we reported above that, in making a follow-up survey in August of 1969, it was necessary to make 491 calls and process 309 cards before a universe of 165 clients could be contacted by phone for evaluative study. A follow-up mailing to 144 additional cases who could not be reached by phone resulted in 32 letters being returned with "wrong address"; and on home visits by field workers, 10 cases were found to have moved and not to have left a forwarding address. By repeated attempts and various methods, a survey sample of 187 was ultimately realized (described above).

Our experience in the follow-up survey illustrates the obstacles encountered in following up clients. Basic to these difficulties are also lack of sufficient staff and adequate financing as well as unavailability of clients themselves.

We therefore have limited our follow-ups to unusual and problem cases: to clients seeking High School Equivalency Classes that are free, and convenient in time and location, to inform them about TV High School and our High School Equivalency classes which we established in three neighborhoods; to those who have requested Adult Basic Education classes; to High School and Junior High dropouts and to graduates of High School who do not intend to go to college. These latter groups were given dropout booklets (supplements to the Directory), Graduate supplements to the Directory which contained guidance information and information regarding vocational and technical training opportunities, college and junior college information, and other agency services which cater to youth. Field workers (mostly Senior AIDES) made calls to deliver these supplements and later followed up some cases; and, in many cases, they have been able to guide these students into further training or to return to school. A follow-up in the Fall of 1968 was made to determine results of a crash recruitment program carried out by Senior AIDES in August of 1968 to get 1967-68 High School dropouts to return to school. We found that one-third of the dropouts contacted returned to the schools from which they had withdrawn.

We constantly check with the Adult Basic Education program to see whether or not those who have requested such educational opportunity have enrolled in classes. The wide distribution of the ARISE Directory and its constant use by other referral agencies and counselors has shifted some requests for information from the ARISE staff into other community agencies, making it impossible for us to follow-up these "hidden statistics."

We have accumulated a sizable dossier on personal requests. We follow up particularly difficult cases by calls and interviews with various individuals and by referrals to other agencies. These cases reveal a record of previous frustration, discouragement, confusion and failure on the part of clients. We report a few of these cases here.

Mr. S.

One morning the Assistant Superintendent for Secondary Programs of the Providence Public Schools referred a young man (Mr. S) to the ARISE office who had sought classes in English as a Second Language at the Central High School daytime program. The class was filled, so he was referred to ARISE for further help. His language was Spanish and he wanted some kind of program that would give him intensive work in English. Since English as a Second Language classes, conducted by the Providence Adult Basic Education Program are held for only 2-hour periods, twice a week, the only way he could have received "intensive" help would be to attend several classes--morning, afternoon, and evening, all over the city, and taught by different teachers. This seemed too difficult because of the transportation difficulty and the time factor. Therefore, the ARISE counselor suggested another course of action. She referred Mr. S to the Opportunities Industrialization Center (OIC) where an ESL class for Spanish-speaking persons was conducted two nights a week. In addition,he was also advised to attend the OIC High School Equivalency classes which were in session five days a week. Even though the client's use of English was not on the high school level, the ARISE counselor felt that continuous exposure to the English language in courses that might interest him would enable this student to grasp the language sooner than if he merely attended ESL classes a few hours a week in various locations.

A follow-up disclosed that Mr. S had been enrolled in OIC classes and was attending regularly.

Mr. L

A young man, Mr. L, recently returned from four years in the Army, was referred to the ARISE office by the Manpower Development Training Act program because of his interest in furthering his academic education. Mr. L visited the ARISE Office because he had passed the G.E.D. High School Equivalency Test while in the Army and he wanted to know whether or not it satisfied the State of Rhode Island standards, which are higher. He also told the ARISE counselor that, when he was qualified, he wished to use his scholarship funds under the G.I. Bill to attend college. The ARISE counselor made an appointment for him with the State Supervisor of Adult Education in charge of High School Equivalency Testing to discuss his G.E.D. scores.

Depending on the findings, the counselor suggested two other places which he should investigate before embarking upon the MDTA program, for which he had been accepted. She suggested that, if he needed more High School Equivalency training, he might secure this more intensively, along with job training, at the Opportunities Industrialization Center (OIC) which was now running High School Equivalency preparation classes five days a week, during night and day. He was urged to find out whether or not he could receive compensation while attending. The ARISE counselor also referred Mr. L. to the Urban Education Center for counseling and suggestions about courses that could better prepare him for higher education.

Mr. L. was most appreciative of the help given by the ARISE counselor. His friend, who accompanied him but who declined to leave his name and information for our records, said he "knew what to do now, too!"

A follow-up on this referral by the ARISE Counselor showed that Mr. L was advised by the State Department of Education that he needed to retake two of the sections of the G.E.D. test. He is now enrolled at the MDTA Training program where he will receive, in addition to job training, tutoring in the subjects he needs in order to pass the two G.E.D. Test Sections which he failed.

Mr. X

The case of Mr. X provides a sequence of events by ARISE. Mr. X is a man of 29, somewhat retarded, who has been seeking in every way to obtain his 8th Grade Equivalency Diploma. He last attended formal school in the ungraded room in one of our local junior high schools. He can read and write, but poorly. He called ARISE originally to inquire about Adult Basic Education classes. He was referred to a class and attended steadily from March,'66,to February,'68, returning again to another class June 5, 1969, which he attended until July, 1969, but did not re-enroll when this class re-opened in the fall.

Mr. X started calling the ARISE office in the summer of 1969 to explain his problem. He talks slowly and is difficult to understand. The ARISE counselor finally interpreted his statements to mean that he had been in touch with two social workers at the State Department of Social Welfare over a period of time and that he needed some confirmation from ARISE that he was planning to attend one of our Adult Basic Education classes, so that welfare could give him transportation money. ARISE, at his request, wrote such letters to his social workers, and to Mr. X to suggest other alternatives to the Adult Basic Education class. We suggested that he enroll in one of the governmentally sponsored job training programs which would give him a stipend and which would also offer academic classes up to the 8th grade as part of its program. The process of advising Mr. X necessitated six lengthy telephone calls--from him to this office, from this office to him, and from this office to the agencies to which we referred him or from which we secured information for him.

He was finally accepted into the Concentrated Employment Program (CEP) which he attended for six weeks. He then called this office to find out if there were anything we could do to help him get further training in the Manpower Development Training program. The ARISE counselor explained to him that she would be happy to make a call to the counselor at Concentrated Employment Program who had taken especial interest in Mr. X's case. She called the CEP counselor, and gave him what she knew of Mr. X's educational background that was pertinent. She discussed further placement for Mr. X; and she and the counselor agreed that a testing at Vocational Rehabilitation was in order as well as a possible placement at the Fogarty Center, a job-training center for educable retardates. Mr. X fought this latter suggestion, however, because he felt he did not belong there. In any case, the ARISE counselor left further guidance to the counselor at CEP.

It is likely that Mr. X will call ARISE again, because he has become somewhat dependent upon our counselor, in spite of her repeated statements to him that much of his problem devolves upon his social workers.

It is our feeling that ARISE has been a constructive service for Mr. X. It also demonstrates that, in follow-ups, we do not duplicate services of other agencies but attempt to coordinate them and/or promote their fullest use.

Mr. P

The case of Mr. P is not an immediate success story but may eventually be "productive". We received a phone call from a man of 39 who described his unstable working life over a 23-year period--factory work, janitor, unemployment, welfare, etc.--because he could neither read nor write.

A study of our records disclosed that he had attended Adult Basic Education classes for a period of two and a half years, but still was unable to read and write. He told the counselor that he had always been in an ungraded room and that he was advised to leave when he was 16 because he could not succeed. A few years ago he was tested by the Providence School Department and told that he was a "slow learner". The ARISE counselor has had several conversations with him, found him to be extremely well spoken and of average intelligence, and very sensitive about his inability to function as a purposeful adult because of his handicap.

The ARISE counselor called the Rhode Island Division of Vocational Rehabilitation and described the case, suggesting that perhaps his disability was tied in with psychological blocks and that he might be eligible for Vocational Rehabilitation services. The Vocational Rehabilitation counselor was interested in the case and assigned an area counselor to get an interview with ARISE's client and arrange for a complete evaluation. This case necessitated several calls back and forth between the client and the agency.

Unfortunately it took Vocational Rehabilitation some four and a half months before they evaluated this client. They had him examined by an internist; and they consulted the report made by a psychiatrist or psychologist some five years ago that stated that "psychiatric help would not help him learn to read." They said he did not come under their guidelines and that they would not offer any money for him to receive tutorial help. They explained that, if the client had been retarded or had suffered some brain injury, he would have qualified; but, in view of the fact that he was healthy "and could work", he really had no mental problem. The ARISE counselor reminded the Vocational Rehabilitation counselor that the man, although he was articulate, was unable to read or write!

The ARISE counselor, much perturbed at this handling of the problem, then turned to other academic institutions for help. She consulted the Urban Education Center for suggestions as to where funded remedial help could be had. She talked with other special education teachers and was finally referred to Dr. Helen Kyle, a reading specialist at Rhode Island College. ARISE made an appointment with Dr. Kyle for Mr. P. She tested him, confirmed the opinion that he was of average intelligence (if not above), and agreed that what he needed was not psychiatry to break his reading block, but a "therapeutic tutor" which she said she would locate for him as soon as we could locate some funding. It was her feeling that he should see this tutor at least three times a week and that the cost would approach at least $20.00 a lesson. We then called two different agencies at Rhode Island College involved in funding special reading programs; and Dr. John Finger promised to make some inquiries to see if the client could fit into one of the many federal and other programs available. When we last spoke to him he did not have much success.

In the meantime, during the first week in May (this case has been dragging on since August of 1969) the ARISE counselor called the Chief of Vocational Rehabilitation to ask him to reopen the case for review. He felt it worthy of a review. ARISE then wrote to Dr. Kyle, asking her to forward her findings or recommendations to Vocational Rehabilitation so that it would strengthen his case for funding (Letter of May 20 included).

On June 23, ARISE heard from the client who said that, since having been contacted in May regarding the review of his case by Vocational Rehabilitation, he had heard nothing. We contacted the Chief of Vocational Rehabilitation, who needed to check with the head of the department involved before calling us back.

The ARISE counselor was most frustrated over the whole procedure. The case was most unusual; all professionals involved were convinced that the client would flower under therapeutic tutoring and could not understand why funding could not be found. It Vocational Rehabilitation does not come through again, the ARISE counselor will try a more dramatic approach. In the meantime, she urged the client to go out and get at least a part-time job (he is depressed about his chances and the long delay of help offered and guided, but not achieved by ARISE nor the ones

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ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

April 29, 1970

Dear Mr. P: *

This afternoon I spoke with Dr. Kyle, a Professor of Education at Rhode Island College. She is interested in talking to you and helping to make arrangements for having you tutored by someone who specializes in such cases as yours. Any financial arrangements can be discussed with her and whomever she is able to obtain to help you.

Dr. Kyle can see you next Wednesday, May 6th, at 9:30 in the morning. I made the appointment for you; if you cannot make it, please let me know. Rhode Island College is off Mt. Pleasant Avenue in Providence. Her office is No. 159W, Mann Hall - next to the last building on the right on Campus.

I was glad to have had the chance to talk with you this morning. I am only sorry that we did not get together sooner and investigate other avenues of help while we were waiting for Vocational Rehab to get around to finish testing you.

Good luck! Let me know how you make out.

Sincerely,

Mrs. Milton Paisner
ARISE Counselor

mkp/s

---

* Name withheld in this Report

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02906
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

May 20, 1970

Dr. Helen F. Kyle
Professor of Education
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island

Dear Dr. Kyle:

Mr. George Moore, Chief of Rhode Island Vocational Rehabilitation, is preparing a review of Mr. P* case.

I think it would be helpful if you were to write him directly of your findings relative to Joseph's potential ability and need for "therapeutic tutoring".

Thank you again for your concern. Mr. John Finger at Rhode Island College is continuing to hunt for sources of funding among the various federal and state programs.

Sincerely,

Martha Paisner
ARISE Counselor

MP:rm

---

*Name withheld in this Report

we contacted) and advised him to call Dr. Kyle to make at least a start with a tutor, hoping that additional funding will come through soon. He has not worked for months and he has just reached the end of his unemployment compensation. The ARISE counselor urged him to take a routine job, outside preferably, so that he could keep busy, start his tutoring, and pay what he could himself until financial help arrived. It was her feeling that the job wouldn't really matter if there were some real hope involved for his future.

This case and these frustrations have the effect of: 1) reflecting unfavorably upon the public school system which, over the years, kept a fine intelligence pent up in ungraded classes until he was old enough to leave school; 2) raising the issue as to why the Adult Basic Education teachers who kept him in the classes the better part of two years did not have the humility or perception to say that they were unable to help him and did not refer the problem to the ABE Director, Dr. Mulvey, for another solution; 3) forcing us to question the priorities established by agencies for funding needy cases, since this case is so crucial that he may have to spend the rest of his life in this hopeless state.

Underterred, the ARISE counselor will follow this up until some positive action is taken.

Mr. R.

Another case concerns Jimmy R. He is a boy of 19 who left junior high in the 9th grade to go to Vocational School, where he claims he did not have any preparation in academic courses. He was attending High School Equivalency classes at Central High Evening School but said that he was not making too much progress. He has a record of reading difficulties; and in junior high he had remedial reading help. He was most anxious to get further assistance.

The ARISE counselor suggested that perhaps he needed some one-to-one tutoring, since he obviously needed more basic work than could be gotten in a High School Equivalency class. The counselor called the Urban Education Center and spoke with one of the staff directors about the case. The director said that he might be able to arrange tutoring sessions for the young man through a remedial reading specialist at Rhode Island College--free, if the young man could not afford to pay, and for a small charge, if he could. The ARISE counselor then called the remedial reading specialist at the junior high school and asked her to send to this office any general reading or proficiency record on Mr. R so that the counselor at the Urban Education Center would have an idea of his reading level. ARISE then called Central Evening High School to speak to the teacher who had been working with R. to get his advice, and then contacted R. to tell him to call for an appointment to arrange for a reading tutor.

Jimmy R is working during the day and would be happy to pay any charges involved. After a very rocky school career, Jimmy R sounds purposeful and anxious to get ahead. ARISE has done what it could to further this ambition. A later check-up discloses that plans for Jimmy R to study with a teacher at RIC have been arranged.

Mrs. W

A mature widow, who was enrolled in the University of R. I. Continuing Education for Women Program, needed funding. She qualified for the Senior AIDES Program in our Adult Education Department and was assigned to Project ARISE as a field worker.

Her various duties included distribution of ARISE Directory Supplements to homes of dropouts, counseling dropouts, recruitment of undereducated adults, and dissemination of information activities.

Finding herself unable to reach her educational goals in the program in which she was enrolled, she investigated other schools she had learned of from working with ARISE and from our counseling. She left employment with ARISE because of illness. Later she obtained employment under civil service status in the state. Simultaneously she has completed additional credits in some of the post-high school facilities which she chose through our counseling and referral services.

Mr. C

Mr. C from outside Providence was referred to us by Senator Pell's office. Mr. C's 24-year-old son was a patient at the Rhode Island Medical Center. He had attended public schools; but diabetes, encephalitis and a home breakup had necessitated his placement in various state institutions where he was receiving chiefly custodial care. Previous testing indicated that the boy had mental ability; and Mr. C felt that his current situation would affect his capacities because of failure to utilize his time and ability constructively. A synopsis of our activities follows.

3/25/69	Senator Pell's Providence Office telephoned ARISE to ask if we might help the client described above.
3/27/69	ARISE received a call from the father describing his son, and expressing his desire that the boy be evaluated mentally and educationally.
3/28/69	ARISE called the R. I. Medical Center and talked with the social worker for confirmation of information. ARISE was told that he will be tested and tutored at the Medical Center by the Cranston School Department.
4/11/69	We called social worker; no action yet...waiting for Cranston School Department.
4/11/69	We called supervisor of Adult Education in Cranston...tests have been ordered from publisher but not received yet.
4/11/69	ARISE sent father a letter of summary of contacts made to date.
4/28/69	Father called ARISE asking about further developments.
4/28/69	ARISE called R. I. Medical Center social worker to check on progress.
4/29/69	Conversation between ARISE and State Division of Vocational Rehabilitation.
4/30/69	Conversation with Deputy Commissioner of Education
5/2/69	Conversation with parent
5/6/69	Conversation with Supervisor of Social Services at R.I. Medical Center
5/7/69	Conversation with Supervisor of Special Education in City responsible for training at institution
5/7/69	Conversation with Division of Vocational Rehabilitation regarding ophthalmological examination and other testing.
5/8/69	Report by letter to parent; copies to agencies concerned.
5/9/69	Call from father, followed by office visit from father bringing all recent papers pertinent to case before ARISE was involved.

5/20/69	Call from father reporting eye examination arranged.
5/23/69	Call from father: Will ARISE please ask that son's glasses are checked at examination? ARISE called state social worker and requested this.
5/26/69	Social Worker verified examination will be soon.
6/16/69	Social worker verified date of eye examination (6/9/69) and arrangements for further check for 10/69; also testing for educational level; further training to take place as soon as tests received from publisher.
8/7/69	Information supplied by Cranston Supervisor of Adult Education that the son is attending class with other residents of R. I. Medical Center two evenings weekly.
1/26/70	Follow-up call to R. I. Medical Center: Social Worker confirmed that boy had follow-up ophthalmological examination in October, 1969, and was still attending Eighth Grade Equivalency classes at that time.

SECTION B

SECTIONS PAGES

SECTION B 1

WILL ARISE CONTINUE? 1-7

HOW EFFECTIVE IS ARISE? 8-34

ARISE

Adult Referral and Information Service in Education

PART I END OF PROJECT EVALUATION

Section B--Effectiveness of the Project as a Demonstration Project

Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:

1. Indicate whether the project in part or in whole is being continued after the termination of Federal funding.
2. Give major reasons why the project is or is not being continued.
3. List the school districts in your State and outside your State that have adopted your project or elements of your project.
4. List non-participating schools in your own district which have adopted your project or elements of your project.

WILL ARISE CONTINUE?

Likelihood of the continuation of Project ARISE is still in the "iffy" stage. We have heard from the Providence School Department that the 1970-71 school budget will not permit the immediate continuance of ARISE because of the tight financial situation. Evidence of our appeals to the School Department is discussed fully, along with appeals to other sources (pp. 3-7). A glance at the five pages shows to what extent our energies have been spent in the effort to make ARISE a viable, continuing part of the education of the citizens of Providence.

Any possible hope ARISE might have had for at least one year of funding from the Providence School Department was dashed this spring when the Providence City Council cut the proposed Budget of the Providence School Department by one million dollars (the School Committee had already slashed some $3 million from the Superintendent's proposed $30 million Budget). With the resulting Budget of $27 million, the Superintendent is hard pressed to find sufficient funds to provide elementary and secondary programs that will provide a quality education, let alone take on the full funding for a program such as ARISE. Dr. Briggs' letter of appeal to Dr. Pontarelli makes this abundantly clear (Report of Conference of One Hundred, Section VI, p.23).

Moneys for the publication of the Directory* have been sought in the past from foundations and private industrial sources. However, because we are part of the Providence School system, it begins to be increasingly hard for us to get any outside funding to support either the Directory or ARISE. Foundations and private sources begin to draw lines if the applying agency is a public school responsibility.

We have received favorable reports on the ARISE program from Federal and State Evaluators, and we are more convinced than ever that, should this project end, the loss to the City of Providence would be great. There has been ample documentation throughout this

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* R.I. Foundation funded printing of Directory No. 2.

Report regarding the effect of ARISE upon adult education resources in Providence and the first-rate reputation which it enjoys. The only block to continuance is financial.

On May 13, 1970, ARISE held a statewide Conference of One Hundred with a grant from the State ESEA Title III. The conference was a "dissemination activity" and also an attempt to get a censensus from users and potential users of the Directory about future funding possibilities. We include a copy of the Report of the Conference of One Hundred, and call the reader's attention to recommendations for funding continuance of ARISE and the Directory (Section I, pp. 39-46).

The tight financial situation of the Providence School Department has been widely publicized, so it is not necessary to review the difficulties here. However, in his letter to Dr. Arthur Pontarelli, Dr. Briggs stated that Providence School Department space would be provided for continuance of ARISE, but that no immediate funds would be forthcoming.

In this respect, we feel that, with Senior AIDES, we may be able to publish another edition of the Directory or, at least, a 1971 Supplement. Senior AIDES will collect the data, type the material, assemble the pages, print and bind covers, and draw necessary designs. They will also handle mailing and bookkeeping. To cover necessary expenses we would charge for the Directory. Funds for Senior AIDES are provided by the United States Department of Labor through the National Council of Senior Citizens, Inc. The Project has been described elsewhere in this Report and is in the Senior AIDES Hearing (included).

Senior AIDES are paid an average of $2.15/hr and work for 20 hours/week. They are experienced in the work and are capable (with some supervision) of assuming the responsibility. This arrangement will at least keep the Directory functioning, and will give us an opportunity to seek additional funding, based on the recommendations of the Conference of 100 and our subsequent efforts to implement the recommendations.

The financial support realized by approximately 20 Senior AIDES would amount to about $40,000--our contribution. We would seek supplementary funding from other sources for supervisory help.

EFFORTS TO CONTINUE FUNDING OF ARISE AND DIRECTORY AND RELATED PROGRAMS

2/9/66	Submission of Proposal for Initial Planning Grant, under Title III, ESEA of 1965 (PL 89-10) by Dr. Mary C. Mulvey, preliminary to Operational Grant for Project ARISE, and ultimate permanent program; Grant Award made
6/23-24/66	Planning Workshop in Adult Education at University of Rhode Island
8/66	Work with City Plan Commission To Develop Proposal for an Adult Learning Center for Model Cities (Demonstration City Proposal for Model Cities Result: Approval of City of Providence Proposal for Planning Funds to develop an adult education program (together with other programs)
9/1/66	Application for Operational Grant by Dr. Mulvey, under Title III, ESEA of 1965 (PL 89-10) as amended, for Project ARISE: Project is first stage of a SERV-AGE Center (Services in Adult Guidance and Education) to serve people of Providence; approved
9/22/66	Letter proposing Operational Addendum - inclusion of Guide to Continuing Education of Adults
9/27/66	Letter to Mr. Clifford Shaw, Community Service Director, Providence Journal Company, from Dr. Mulvey requesting information relative to the Journal's funding of the Directory; no reply
10/3/66	Letter to Mr. Thomas F. Policastro of AFL-CIO from Dr. Mulvey asking him to underwrite cost of a quantity of Directories; no reply
10/3/66	Letter to Mr. Earl A. Palmer, Executive Vice-President of the Greater Providence Chamber of Commerce, requesting funding for Directory; reply--must be approved by Board of Directors; no reply otherwise
10/4/66	Letter to Mr. Ernest Friday of R.I. Development Council from Dr. Mary C. Mulvey asking for support for publication of Directory; request refused except for commitment to purchase a supply of the publication
12/20/66	Letter to Professor Robert W. Kenney, Secretary of the Rhode Island Foundation, from Dr. Mulvey requesting $2000 to defray cost of publication of second edition of Directory; request approved
6/14/67	Letter of Request to Sears Roebuck Foundation for funding of Directory ($2200); request refused
6/20/67	Letter of Request to Carnegie Corporation for funding of Directory; request refused
6/20/67	Letter of Request to Governor's Commission on the Arts (Mr. Barnet Fain, Chmn.) for funding of Directory; no reply

6/21/67	Letter of Request to W. K. Kellogg Foundation for funding of Directory; request refused
12/1/67	Proposal for First Continuation Grant Adult Learning Center stated as ultimate objective SERV-AGE Center as second choice (Part II Narrative Report, p. 20) Womens' Resource Center (Part III Projected Activities, p. 3) proposed Renewal Grant Awarded
12/19/67	Request to Providence School Committee and School Superintendent Charles A. O'Connor, for $2500 support so that Directory could be published on professional basis; no reply
6/68	Recommendations to the Sub-committee on Model Schools of the Providence School Committee for: Adult Education Program for "Model Schools" for 1968-69 school year; and long-range plans for Adult Education Center
7/68	Providence School Committee Approval of all recommendations of ARISE for a Model Adult School (Learning Center) which included publication of, and referral from, ARISE Directory, classes in High School Equivalency preparation, counseling, etc. (This School Committee now defunct and supplanted by a Mayor-appointed School Committee)
10/14-10/15/68	Adult Education Workshop in Newport, R.I., to discuss furtherance of ARISE objectives, the Directory, and status and direction of Adult Education in the area; recommendations made for implementation of goals of ARISE
12/1/68	Proposal for Second Continuation Grant; inclusion in Narrative Report of recommendations for: establishment of Adult Learning Center (Model Cities area at first, later to serve all Providence residents); SERV-AGE Center if above not possible; continuation of ARISE Service and Directory as result of Workshop findings; Renewal Grant Awarded
12/12/68	Communications Task Force of Workshop on Adult Education for purpose of improvement of methods of communication and development of blueprint of procedures for dealing with media in realm of adult education (Task Force made up of members of Adult Education Advisory Committee and Workshop participants)
1/23/69	Appearance of Dr. Mulvey before the (newly appointed) School Committee, noting the Termination Date of Project ARISE (1-31-70) with the expectation that the Providence School System would then take over the funding
3/24/69	Letter to Mr. Robert McGivney, Controller of the Providence Public Schools, from Dr. Mulvey, requesting funding of Project ARISE for the remainder of the School Year 1969-70 upon termination date, January 31, 1970
3/25/69	Letter to Mr. Louis I. Kramer, Acting Superintendent of Providence Public Schools, requesting funding and continuance of ARISE program; emphasis in this letter on the urgency of continuation of publication of ARISE Directory in a manageable and professional-looking form

6/26/69	Testimony by Dr. Mulvey before the U.S. Senate Subcommittee on Education in support of S. 1663, The Adult Education Act of 1969, which would fund High School Education for adults as an extension of the Adult Basic Education (ABE) Program; Bill passed as part of P. L. 91-230, ESEA Amendments of 1970
7/10/69	Conference with Mr. Torchia, Director of Model Cities Agency, regarding funding of Directory for Model Cities' use
7/24/69	Submission of Proposal, PROJECT HIGH, to United Fund to: 1) identify high school dropouts; 2) motivate them to complete education; and 3) use crash recruitment techniques to accomplish goals
8/11/69	Submission of Detailed Budget for PROJECT HIGH to United Fund Proposal disapproved
Fall of 1969	Efforts (by telephone and personal contact) to continue funding ARISE for remainder of 69-70 School Year: with Superintendent Richard C. Briggs, Mr. Charles R. Wood, Business Manager, et al.
	Arrangements by Dr. Mulvey to utilize services of Senior AIDES in ARISE Program in order to extend use of ARISE monies from January 31 to March 31, 1970
11/10/69	Submission of Proposal, MOVIE HIGH SCHOOL, to Sears Roebuck Foundation for funding an extension of ARISE; application disapproved
1/23/70	Conference held by Dr. Mulvey with Dr. Briggs: presentation of tentative budget, offering three options to continue ARISE from March 31, 1970, to end of School Year; request approved subject to approval by Providence School Committee
2/20/70	Attendance by Dr. Mulvey at Budget Hearing - Providence School Department, with Superintendent Briggs; Business Manager, Mr. Wood; and Controllers, Messrs. Robert M. McGivney and George N. Moorachian
3/19/70	Request made for Continuance of the ARISE Program in the 1970-71 School Budget Approval by Providence School Committee to continue ARISE to end of 1969-70 School Year
4/10/70	Presentation of Proposal to Mr. Richard Torchia and Education Task Force of Model Cities for an ARISE Satellite in the Model Cities Neighborhood and necessary publications (Directory and Supplements) for fiscal year 1971
5/13/70	Conference of One Hundred to discuss plans for statewide funding of Directory and ARISE

POST-CONFERENCE ACTIVITY FOR FUNDING OF THE DIRECTORY

5/20/70	ARISE Post-conference Memorandum and Questionnaire sent to those attending Conference of One Hundred for funding and related matters
5/21/70	Letter to Dr. Briggs from Dr. Mulvey concerning implications of the Conference of One Hundred, and recommendations for the program's continuance, extension, and funding; inclusion of a proposal for a replica of ARISE (RISE) to permit continuance of program under Title I ESEA, and other options regarding funding, with a request of at least $2000 per month support from the Providence School Department
5/22/70	Decision to charge for copies of the 6th Edition of the Directory, because of the current emergency situation; distribution of Directory with letter of explanation and invoice; $3.00 for tape bound copy, $5.00 for spiral bound, with a $.50 charge for postage
6/5/70	Refusal of Proposal for funding ARISE and Directory presented (4/9/70) to Mr. Richard Torchia and to Model Cities Educational Task Force
Following	Interviews held by Mrs. Carolyn Platt, ARISE Counselor:
6/8/70	Rhode Island Department of Community Affairs Mr. Ernest Friday, Coordinator of Plans and Programs Division Mr. Richard Sylvestre, Supervisor of Supporting Services Division, representing Mr. Frederick Williamson, Director of Department
6/10/70	Executive Department, State of Rhode Island Mr. Jack Thompson, Coordinator of Federal Programs
6/12/70	Title I, Higher Education Act Mr. Harold Langlois, Administrator
6/15/70	Rhode Island Department of Community Affairs Mr. William F. Carroll, Jr., Coordinator of Economic Opportunity and Human Resources
6/16/70	Rhode Island State Department of Education Dr. Arthur Pontarelli, Deputy Commissioner Miss Eileen Mateo, Guidance Consultant, regarding distribution of Directory on a charge basis throughout the state to all guidance counselors. Mr. Lawrence Troiano, Chief of Adult Education Mr. William Newsom, Supervisor of Adult Basic Education
6/16/70	Rhode Island Association of School Committees (RIASC) Mr. Russell Burnham, Executive Secretary

6/19/70 Greater Providence Chamber of Commerce
Mr. Earl A. Palmer, Executive Vice-President
Mr. Robert Pierce, Manager of Governmental Affairs and Education Department

Other Post-conference Activities:

6/22/70 Providence School Department
Conference with Dr. Richard C. Briggs, Superintendent
Participants: Dr. Briggs, Dr. Mulvey, Dr. Catherine Casserly, Mrs. Platt

6/23/70 Letter written by Dr. Briggs to Dr. Pontarelli, seeking state support for the Directory, and stating that the Providence School Department funds are not currently available

6/25/70 Rhode Island Council of Community Services (R.I.C.C.S.)
Conference with Mr. Don Weaver, Associate Director, representing
Mr. Robert Burgess, Executive Director of R.I.C.C.S.
Participants: Mr. Weaver, Mrs. Platt

6/30/70 Decision to propose that Senior AIDES continue to publish the Directory for fiscal year 1971 (see suggestion, p. 2 above).

The Proposal to have the Senior AIDES handle the Directory is a "holding" device to ward off its demise. Should this publication be dropped, and the related research and processing cease, attempts at a later date to revive it would encounter problems, not only of cost but also of lack of experience and/or expertise in expeding the work.

HOW EFFECTIVE IS ARISE?

In Section A--Final Evaluation, we have discussed, in breadth and in depth, the effectiveness of ARISE in improving educational opportunities of adults, and we have provided quantitative and qualitative information on the effectiveness of its innovative and demonstration aspects. A recapitulation here would be superfluous and monotonous.

In ARISE's First and Second Continuation Proposals, and in this End-of-Project Evaluation, we have referred to the ever-increasing demand for our services in Providence, outside Providence, and outside the state. One of the ways in which a service can be judged is the kind of response that says, "Where would we be without ARISE ?" Agencies, as well as individuals, have leaned upon ARISE as a source of information and help. Counselors in other agencies, such as Rhode Island Division of Vocational Rehabilitation, the Community Workshops, the Department of Employment Security, and other public and private agencies have commented personally to ARISE counselors on the depth of our involvement in dealing with difficult cases.

ARISE's gathering, compiling and evaluation of statistics regarding dropouts, returnees, and those taking and passing the High School Equivalency Tests, have been of help to our educational system and others throughout the state in assessing the needs of the undereducated.

Our efforts to establish TV-High School to foster greater participation in the program, to secure Movie High School, and to promote Federal legislation for funding high school education for adults, have had an impact, not only locally but nationally.

ARISE feels that its public relations efforts via mass media, field workers, contacts with educational, cultural, and guidance organizations in relation to our information-gathering, and person-to-person communication for counseling services and for coordinating resources in the community, have made a real impact upon the community, agencies, and individuals.

As a result of reading the ARISE Directory, a nearby Massachusetts industrial Personnel and Training Director called ARISE to ask about classes for non-English speaking adults. One of our staff explained the program and arranged with the Massachusetts Department of Education to run Adult Basic Education classes in his plant for fifty persons, using employees as teacher aides. As a result the company is now paying its bi-lingual aides to continue instructing immigrant employees on company time. A recent call from this same training director was for part-time college courses for a shop supervisor who worked afternoons. ARISE suggested two Rhode Island colleges; and the supervisor planned to enrol in one as a special student. We have not followed this up.

ARISE's expressed goal of having an effective Adult Education Center in operation in Providence, centrally located, and properly equipped and staffed (see Proposal and Continuation Proposals), has been attained in mini-form in the Model Cities Adult Education Coalition Learning Center. This Center has combined the services of seven different agencies in one facility currently serving the residents of Model Cities. It offers all kinds of continuing education for adults--including guidance, referral, programs for eighth grade, high school equivalency and beyond, and operates five days a week during the day and evening. ARISE was a primary factor in its establishment. The Director of ARISE and a member of her staff serve on the Adult Education Coalition's Board of Directors and endeavor to bring their accumulated experience to bear on the services and problems of the new agency. The ARISE Director is secretary of the Board and serves on the Personnel Committee.

Individual facets of ARISE have contributed to the special unique characteristics of its projects. Because of this quality of uniqueness, all public relations, promotion and publicity had to be highly individualized to fulfill needs and to tell the story. There were no set formulas or defined procedures. Effective public relations, based on concepts created through sensitive appraisal and awareness of needs, were pursudd by skilled, purposeful plans and a specific schedule.

Talented, unerring professionalism was essential to this process, involving a continuing element of choice and evaluation, to develop and maintain the result of the total efforts. Adhering to this kind of dissemination of information is one of the most effective features of ARISE. ARISE has conducted an ongoing public relations/community relations function with all mass media of press, radio and television releases, conferences, public service announcements and interviews; speakers for educational and civic organizations; communication with agencies and individuals; and the use of visual displays.

Some of the publications in which the ARISE story has appeared include:

ARISE Publications: ARISE Directory, Conference of One Hundred, Senior Aides Hearing, ARISE Chronicle (in preparation)

Newspapers: Providence Journal, Providence Sunday Journal, Providence Evening-Bulletin, Woonsocket Call, Pawtucket Times, Providence Visitor, East Providence Post, Cranston Herald, Warwick Beacon, Rhode Island Herald, Bristol Phoenix, Fall River Herald News

Various Other National, Regional and Local Publications: ERIC-PACE Projects listings, 1968, 1969; Project CABEL, 1969, 1970; Center for the Study of Liberal Education for Adults (CSLEA), published by the Center, formerly at Boston University; Congressional Record, Elementary and Secondary Education Amendments of 1969 (Dr. Mulvey appeared before the Senate Subcommittee on Education of the Committee on Labor and Public Welfare, and gave testimony in behalf of S1663, June, 1969, which proposed federal funding of adult education through the 12th grade); Senior Citizens News, NCSC, Washington, D.C., frequently; Providence Journal-Almanac; Rhode Island Council of Community Services Directory, 1967-69, 1969-71; Rhode Island Council of Community Services Newsletter, Greater Providence Chamber of Commerce Newsletter, Outlet Company Newsletter; Providence Public Schools brochures; Rhode Island Churchman; AAUW Newsletter; AAA Newsletter; several other publications

Supportive evidence of the above will be in the ARISE Chronicle (in preparation).

A few examples of organizations requesting help are: Guidance Center, Wofford College, Willoughby, Ohio; University of Hawaii; University of Nevada, Reno; Adult Education Council of Metropolitan Denver; Greater Miami Council for Continuing Education for Women; University of Wisconsin, Madison; State University of New York, Johnstown; Aesthetic Education, Ohio State University, Columbus; Indian River Regional Education, Vero Beach, Florida; Greater Washington, D.C. League of Counseling Adults.

The foregoing are only some of the communications which we received and processed which concerned information about the project. In our card files can be found innumerable examples of requests for help. The frequencies of requests have been discussed in Section A under the coded category of ARISE Literature and Special Services.

Much material could have been copied by other states and other school districts from the ARISE output and from our proposals. No definite information is available here, since borrowers may be often negligent in acknowledging ARISE as a source.

The ARISE Project Director appeared on an NBC pilot program taped in New York, in July, 1969. The series, YOUR NEW JOB, included twenty 1/2-hour segments. Dr. Mulvey's program, "Getting Ahead," related to the fields of education and employment, and was geared to the needs of the young person leaving high school and directly entering the country's work force. Dr. Mulvey appeared with leading figures in the educational/labor worlds. The series was scheduled to be telecast throughout the country as an educational series.

Shortly after Dr. Mulvey's appearance on this TV pilot series, she received an invitation to contribute to the production of a brochure to provide high school students across the nation with background information, as well as specific procedures and techniques, which would prepare them for the world of work. Her appearance on the series was cited as the direct reason for this invitation, since all panelists were requested to furnish answers to questions summarizing the highlights of the series. The topics she was requested to cover in depth were: Why Does Business Place a High Priority on Education? and How Does a Company "Tuition Refund" Policy Operate? Members of the ARISE staff helped in the research research for this material, adding another example of how ARISE's innovative ability proves a productive force for the educational community.

To extend the unique value of the TV-High School the ARISE Project Director planned ahead by arranging the purchase of AMPEX-VTR equipment and tapes, in order to record the entire TV-High School series. This provided another way to view the programs apart from the schedule-limiting aspect of TV Channel programming. Funds for this project were arranged through another program, yet benefit ARISE, nonetheless. The programs have been professionally video-tape-recorded for the Project's use in the community through the kindness and courtesy of WSBE-TV, at no cost to the ARISE Project for engineering labor.

Due to the unusual success of TV High School under the ARISE sponsorship, ARISE has now been offered the even more exciting Movie High School free of charge. Movie High School offers the same courses as TV-High School, on 16-mm sound film with the added advantages of mobility and convenience. There is no need to wait for a specific telecast hour. Movie High School may be shown at the time and place best suited to the purpose of the individual group. Filmed series are available to qualified agencies, organizations, religious groups and others, circulated in a carefully organized schedule.

Presumably, a new chain of events was set in motion by Dr. Mulvey's having been a participant, by invitation, to the White House Conference on Food, Nutrition and Health, in December, 1969. The invitation was the result of involvement in depth with related community problems and has already resulted in communication with related community individuals and agencies.

Many examples of ARISE's outreach programs are discussed throughout this Report.

Before closing, however, we wish to call the reader's attention to further documentation of our effect on the community; and we present results of our community survey in the following pages. See also testimonials on the Directory (Conference of 100).

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02908
AREA CODE 401 - 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

November 26, 1969

Dear Colleague:

Since ARISE (Adult Referral and Information Service in Education) is approaching the end of its federally funded period, it is necessary to evaluate its impact upon agencies, clients, and the general community.

Through ARISE (funded through Title III, Elementary and Secondary Education Act of 1965, P. L. 89-10), we provide counseling, referral to appropriate programs in adult education, guidance and cultural enrichment; and we give information about other community agencies for youth and adult residents of Providence. Our aim is to help adults to continue their education, upgrade their skills, and plan for constructive use of leisure time. ARISE publishes a DIRECTORY which is a unique resource tool for referral and information and which is widely used by schools, libraries, and other community agencies.

Through our counselor/client contacts, agency/Project interaction and our correspondence, we have sought to make ARISE an open-ended service working with community-related facilities and personnel. Through our many functions we have tried to serve as a clearinghouse of information, a focal point for community planning, and an integrative mechanism to develop innovative techniques for effective communication and coordination among institutions providing adult educational and related programs.

Since you have had contact with Project ARISE in some capacity, we would appreciate your comments regarding the ways in which ARISE has affected you, your agency, your clientele, and/or the community through our guidance and referral service, the DIRECTORY, the Workshops, Task Force, other meetings, our promotion of educational opportunities over the mass media, our personal recruitment of dropouts, general mailing, and the demonstration projects we have launched (TV High School, pilot High School Equivalency classes, follow-up studies...)

May we thank you for your valuable contribution to our programs in the past. Your response to this request will be helpful in the final evaluation of ARISE. For your convenience we have enclosed an addressed envelope.

Thank you. Kindest personal regards.

Sincerely,

Mary C. Mulvey
Supervisor ADULT EDUCATION

MCM:gsa
Enc.

RHODE ISLAND
STATE COUNCIL
ON THE ARTS

Mr. Barnet Fain, Chairman
Mr. Robert Beckman
Dr. Archie Buffkins
Mr. Joseph Fazzano
Very Reverend
William P. Haas, O.P.

Mrs. Paul Nelson Fontaine
Professor William Jordy
Mr. John Rao, Jr.
Mr. Daniel Robbins
Mrs. Miriam Kapsinow
Executive Director

265 Melrose Street Providence, Rhode Island 02907 Telephone: 781-4650

December 1, 1969

Relationship of ARISE to State Council on the Arts:

Provides the State Council with an avenue of communication on existing cultural programs.

Enlists the services of the State Council as a consultant in planning constructive use of leisure time.

Guides the Council in planning programs which are relevant to the needs of adult education.

State of Rhode Island and Providence Plantations

Department of Employment Security

RHODE ISLAND STATE EMPLOYMENT SERVICE
Affiliated With
Manpower Administration
U. S. Department of Labor

YOUTH OPPORTUNITY CENTER
72 Pine Street, Providence, Rhode Island 02903

December 1, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education
Providence School Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Doctor Mulvey:

As the supervisor of Counseling and Testing in the metropolitan offices in the Providence area I am well aware of the value of ARISE'S Directory. Our counselors serve both youths and adults and refer to the Directory for information and resources available on numerous occasions throughout the year. Human resources development which is our major objective requires that all resources of the community be utilized at some time in the counselor's plans. ARISE meetings and workshops attended by our staff have been invaluable and aided in developing their capacity for efficiency and effectiveness in rendering service to their clients.

I hope we can continue to work together because the better programs you offer the better our counseling.

Yours sincerely,

S/ William B. Fitzgerald

William B. Fitzgerald

PROVIDENCE PUBLIC LIBRARY
Providence, Rhode Island 02903

December 1, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education
Providence School Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

The Providence Public Library is well able to testify to the value of the ARISE program. We are deeply involved with those people studying for the High School Equivalency tests, and know how valuable the equivalency classes and TV High School are to them.

Our Reference Department and Reader's Advisor's Office use the ARISE Directory often in referring patrons to appropriate agencies. It also supplements our own file of extension courses in the area. It is an extremely useful tool.

We feel that cooperating with the ARISE program has been a two-way street with us. Equivalency classes meet in our branch libraries; we distribute ARISE literature and keep abreast of new local developments through membership on the Providence Advisory Committee on Adult Education. Adult education is, of course, one of the Library's prime goals and the ARISE project has helped us serve our patrons more effectively.

Sincerely,

S/ Marcia J. Begum

Marcia J. Begum
Library Information Coordinator

MJB:hkr

BRYANT COLLEGE

Providence . Rhode Island

Evening Division

December 1, 1969

Dr. Mary C. Mulvey
Supervisory Adult Education
Adult Education Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

All of us associated with education in the Providence area are grateful to you and your organization for the wonderful work you have been doing through your ARISE Program.

In the Evening Division of Bryant College our greatest problem is lack of adequate mathematics and English. We are now referring many applicants to the high schools and constantly use your 1969 Directory to obtain the location of schools offering these courses.

I certainly hope you are able to obtain renewal of federal and state funds to continue your program.

Very truly yours,

S/ Ralph C. Dean

Ralph C. Dean, Director
Evening Division

RCD/crh

President
Robert W. Shadd
Vice-President
Mrs. Leonard A. Yerkes III
Secretary
Mrs. G. L. Tillinghast, Jr.
Treasurer
Richard S. Loomis
Executive Director
Edward M. Kenly

FAMILY SERVICE
INC.

Member, Family Service
Association of America

United Fund

333 Grotto Avenue
Providence, R.I. 02906
Telephone 331-1350

December 1, 1969

Dr. Mary C. Mulvey
Providence, Adult Education
53 Jenkins Street
Providence, Rhode Island

Dear Dr. Mulvey:

I have received your letter inquiring about the effect of ARISE as Family Service, Inc. may know about this in Providence.

Although the volume of inquiries concerning educational opportunities for adults that comes to Family Service, Inc. is not large, it nevertheless appears that it is very helpful to have one place where people expressing the desire for such information can be directed. I am of the opinion that this conserves individual energy, diminishes frustration and encourages people to make the best use of their abilities. I hope the service can be continued.

With best regards, I am,

Sincerely,

S/ Edward M. Kenly

Edward M. Kenly, ACSW
Executive Director.

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RHODE ISLAND COLLEGE
Established 1854
Providence, Rhode Island 02908

December 1, 1969

Dr. Mary C. Mulvey
Adult Education Department
Department of Public Schools
53 Jenkins Street
Providence, Rhode Island

Dear Dr. Mulvey:

During the past year I have been acquainted with and benefited from several aspects in the ARISE Program and I am also knowledgeable concerning many of the programs in which ARISE has been involved in recent months.

Last year, while developing a program for adults at the college level, I had an opportunity to come in contact with and use the services provided through the ARISE Program in helping me locate and evaluate persons with college potential and able to benefit from the program we were developing at Rhode Island College. The help that I received from the ARISE Group was very beneficial to me and those persons involved in the program.

In addition, as an officer of the Adult Education Association in Rhode Island, I have had opportunities to see much of the work done by the ARISE Group and have also used members of this same group in some of the projects involved in adult education.

Thus, through personal experience and personal observations, it is my opinion that this program is useful and beneficial and should not only be continued but expanded.

Sincerely,

S/ Clement J. Hasenfus

Clement J. Hasenfus, Secretary
Adult Education Association

DEPARTMENT OF PUBLIC SCHOOLS
Administration Offices
170 Pond Street
Providence 3, R. I.

Louis I. Kramer
Assistant Superintendent

December 2, 1969

Dr. Mary C. Mulvey
Providence Adult Education
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

Project ARISE seems a very useful function within the senior high schools as well as in the general community. My particular experience has been in connection with orientation of high school seniors to ARISE as a referral agency after graduation. In view of its close association with dropout programs designed to promote education and training of young people, I feel that it is peculiarly suited to your agency and should be continued. Of course, as a service to adults, it has an even larger contribution to make.

Sincerely yours,

S/ Louis I. Kramer

Assistant Superintendent
Secondary Schools

K:S

BARRINGTON COLLEGE

Dean of the Faculty

December 2, 1969

Dr. Mary C. Mulvey
Supervisor, Adult Education
Department of Public Schools
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

Thank you for your letter regarding the evaluation of the Adult Referral and Information Service in Education program.

Barrington has been listed in the Directory when it has been published and it has been a useful means of making known the programs that Barrington has available. The Directory has been of specific service to Barrington as we have sought to analyze areas in which we can further offer service to the community. We have found it to be an invaluable resource of community services which are available, and we trust that the project can be continued in the years ahead.

Sincerely yours,

S/ Louis E. Caister

Louis E. Caister
Dean of the Faculty

LEC:js

Middle Highway, Barrington, Rhode Island 02806 (401) 246-1200

LINCOLN ADULT SCHOOL

Corner of George Washington Highway and Old River Road

LINCOLN, RHODE ISLAND 02865

Telephone 723-2850

December 3, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education
Providence School Dept.
53 Jenkins St.
Providence, R. I. 02906

Dear Dr. Mulvey:

We have found a good source book in your Directory, since we have had many occasions to answer questions concerning offerings of other schools in the area and your Directory has been most helpful.

TV High School has been quite helpful and ties in with what we think is the most important part of our school here at LINCOLN ADULT SCHOOL, namely our High School Equivalency course.

Thank you again for your many helpful courtesies.

Yours very truly,

S/ R. H. Custis

R. H. Custis, Director

Stanley E. Wynne
Supervisor, A.B.E.

Telephone
769-1722

WOONSOCKET EDUCATION DEPARTMENT
OFFICE OF ADULT EDUCATION

350 Newland Avenue
Woonsocket, Rhode Island 02895

December 4, 1969

Dr. Mary C. Mulvey
Supervisor of Adult Education
Providence School Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

Very briefly, I have only two comments regarding project ARISE and its affect on me and the community I serve. First comment is to express sincere regret in having it come to an end, as I for one would have liked to have seen it continue. My second and last comment relates to the project publication, the ARISE DIRECTORY, which I found to be most useful and beneficial in helping me to refer many adults to the various schools of learning located in the greater Providence area.

The DIRECTORY was an indispensable tool in the many interviews I held with adults planning to further their education. As a matter of fact, I believe I referred to it more often than I did the office dictionary; and I wish to say thank you once again for creating such a handy, ready reference which I shall continue to use in the future.

Sincerely,

S/ Stanley E. Wynne

Stanley E. Wynne
Supervisor of Adult Education

SEW/fm

ADULT EDUCATION PROGRAM
Zenas J. Kevorkian, Director

CRANSTON SCHOOL DEPARTMENT
845 Park Avenue, Cranston, R.I. 02910

December 4, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education Department
Providence School Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

The Cranston Adult Education Program has effectively used the *ARISE Directory* since its inception. It has been helpful to us to have available information about other adult education programs in the state.

In our counseling of adult education program students we gave out information of where they could enroll for courses we did not offer. Our 1969 fall session statistics show that we had about 100 non-resident students. It is felt that many of these found out about our program through others using the *ARISE Directory*.

We are looking forward to using it in the future in our adult counseling.

Yours sincerely,

S/ Zenas J. Kevorkian

Zenas J. Kevorkian
Director

ZJK/be

Follow Through Program
BERKSHIRE STREET SCHOOL
00 Berkshire Street
Providence, Rhode Island 02908

Sadie M. Seaton
Director
Follow Through Program

December 11, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education
Providence School Department
53 Jenkins Street
Providence, Rhode Island

Dear Dr. Mulvey:

We have been in contact with Project ARISE during the past year. Our Follow Through Aides were encouraged to contact you for help in getting material that would enable them to work for their high school equivalency.

When we were organizing our Follow Through Applications, we were requested to have four hundred (400) copies made to circulate to parents and to community agencies. This was a gigantic task for us, as we had only one clerk available. Through the kindness of your office, we were able to accomplish the task of delivering the four hundred copies of the Follow Through Applications. This was an invaluable contribution to our program and one that was, certainly, deeply appreciated by the Follow Through Director.

Very truly yours,

S/ Sadie M.Seaton

Sadie M. Seaton
Director, Follow Through

SMS:lrl

89 Washington Avenue,
Providence, R. I.
December 15, 1969

Dear Dr. Mulvey:

I have used your Adult Referral and Information Service in Education Directory in so many successful ways, it is almost impossible to list them all but a few are the following: When I spoke to groups of Head Start Mothers and P.T.A.groups all would want copies of lists of museums, parks, clubs, activities and classes for themselves and those they might share with their children.

Many mothers and young brides, making Providence their home for the first time, were anxious to know about classes in E.S.L.,H.S.E., extension courses, theater, sports, museums and libraries.

Many, mainly the very young mothers-to-be at the Maternal Infant Day Care Center, were interested in continuing their schooling. They were always interested in H.S.E.,A.B.E., and hobby classes, where they would have learning and friendship while awaiting their babies.

Young G.Is, recently discharged, would ask about inservice or apprentice programs. Also the young retired service man looking for inservice and apprentice programs while working to support a growing family.

Often out-of-state (Attleboro, Mass.) industries have asked about special training programs for their own men. Example: electro-silver plating given in Providence.

In and out of town (Attleboro, Mass.,) Pawtucket, Warren, Bristol, R.I. industries were interested in A.B.E.,E.S.L., and H.S.E.classes for their employees. Most personnel directors in hospitals and industries in Providence and nearby cities are not natives of Providence or Rhode Island so they use the A.R.I.S.E. Directory to help their employees become oriented in many ways.

Many G.I's have taken the H.S.E. test while in service but lost their score. By using the resources of the A.R.I.S.E. Directory have discovered how to handle the situation. They learned how to receive a copy of the score. They also,if they wished,were referred to an H.S.E.class for review.

These are just some of many ways of using A.R.I.S.E. I've names, addresses and dates of these above and many more of the same.

Fondest regards.

Sincerely,
(S) Rosalie Strauss
Rosalie Strauss

NATHAN BISHOP JUNIOR HIGH SCHOOL

101 Sessions Street
Providence, Rhode Island 02906
A public junior high school serving the East Side community.

DAVID H. McCARTHY
Principal

EDMUND P. MILEY
Vice-Principal

December 17, 1969

Dr. Mary C. Mulvey
Supervisor Adult Education
Adult Education Department
Department of Public Schools
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey:

In regard to your inquiry regarding our experiences with ARISE personnel, my comment can only be one of appreciation and praise.

Our two aides have proven to be an asset to our school and guidance department. Since they are present, this gives our guidance people more time for our students.

Again I can only praise the two women that are here from your program and look forward to a continuing positive relationship with your ARISE.

Sincerely yours,

S/ Robert Koshgarian

Robert Koshgarian
Head Counselor

EXECUTIVE DEPARTMENT . CITY OF PROVIDENCE . RHODE ISLAND

Mayor Joseph A. Doorley, Jr.

Richard R. Torchia
Special Assistant
For Model Cities

December 19, 1969

Dr. Mary C. Mulvey
Supervisor, Adult Education Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Dr. Mulvey,

In your capacity as Supervisor of Adult Education and Director of Project ARISE, the Model Cities Agency has found you and your staff to be both cooperative and informative. Your services have been invaluable in the following areas:

1. Supplying statistical data necessary for us to formulate educational programs;
2. Serving as a member of the Education Coalition;
3. Actively participating on our Education Task Force;
4. Assisting in the planning of educational programs;
5. Coordination of program activities in the Model Cities Area.

May we thank you for your valuable contributions to our agency in the past. We look forward to a continued cooperative effort.

Sincerely,

S/ Joyce Langston

Joyce Langston
Program Coordinator

JL:pf

THE URBAN EDUCATIONAL CENTER OF RHODE ISLAND
105 Dodge Street
Providence, R. I. 02907
(401) 521-7823

Hercules M. Porter
Director

Charles N.Fortes,Chairman
Advisory Committee

December 23, 1969

Dr. Mary C. Mulvey, Supervisor
Adult Education
Adult Education Department
Department of Schools
53 Jenkins Street
Providence, R. I. 02906

Dear Dr. Mulvey:

It is truly unfortunate that year after year projects such as ARISE have to go through the soul searching agony to find the funds needed for continuance. There is no doubt in my mind, as the Director of the Urban Educational Center of Rhode Island, that ARISE has provided a valuable service to this community. We here at the Center have used that directory plus frequent contacts with your staff in providing to youth, young adults, and adults the guidance and the directions needed in furthering their educational aspirations.

The stimulating thing about ARISE has been the fact that it has been more than just a directory. What intrigued me upon coming to this community is the provision for counselling and guidance which you have been able to infuse into the total program. This, coupled with the senior aides program that has provided valuable adjunctive services to your total program, leads me to the conclusion that this community would seriously be handicapped in its aims around adult education if ARISE is not funded again in the future.

Please call upon me in any way I may be of assistance in aiding you to continue this extremely valuable community program.

With cordial best wishes.

Sincerely,

S/ Hercules M. Porter
Hercules M. Porter
Director

RHODE ISLAND COLLEGE

A PART-TIME CONTINUING EDUCATION PROGRAM FOR DISADVANTAGED NEGRO AND WHITE ADULTS

Director: Clement J. Hasenfus January 1969 to January 1970

Brief Overview

The program is designed to aid the individual adult and the community. The program will permit individuals who cannot afford the time during the working day, nor the money, during the evening hours to attend college on a part-time basis. The program hopes to develop a core of trained persons with a disadvantaged background to assist in the education and guidance of disadvantaged youth.

Local Conditions

Metropolitan Providence is composed of numerous disadvantaged segments. This condition has existed for so long that many people living in these areas have neither the hope nor aspiration of ever achieving the fabled middle-class status. These people represent a social and economic blight on this community. Recent social stirrings are now reaching them. Their expectations have been whetted, but few programs have been presented that will change the lives of these people, particularly the adults of the community. It has been demonstrated in many studies that education is the best single answer to these types of problems. Within the city of Providence, which contains a large Negro population, more than one-third of the heads of families earn less than $3,000 per year. The Pawtucket-Central Falls area has been chronically depressed for the past 50 years, emerging briefly from this status during World War II. The continuing part-time education program leading to a college degree offers the best ray of hope for these adults and the community.

Program

The program will provide a continuing education program for disadvantaged urban Negro and white adults. The program will permit these adults to attend two college level courses each semester, held at a time that will not interfere with their normal daytime work schedules. These courses will deal with urban, community and educational problems relevant to the academic and social problems of the community. Each class will be 75 minutes in length and will meet two evenings a week for 15 weeks. The classes will be conducted by regular college faculty. The time block and program are innovative. Two sections will be devoted to learning to express oneself clearly both orally and in written form.

The other two sections during the year will deal with the urban sociological programs. All classes both in format and content will focus on helping understand and alleviate problems of the disadvantaged.

This program has a twofold purpose. It is geared to assist the individual adult and also the community. It will help the individual disadvantaged urban Negro and white adult begin to move ahead in society through a part-time continuing education program. Also, it will provide a core of trained persons with a disadvantaged background who will assist in the education and guidance of disadvantaged youth. Over a period of time it will assist in eradicating depressed urban areas through the training of adults and will serve as an inspiration to youth.

COPY

170 Sessions Street Providence, Rhode Island 02906

JEWISH COMMUNITY CENTER
of Rhode Island

Dr. Bernard Carp - Executive Director

Phone: Area Code 401
861-2674

January 5, 1970

Dr. Mary C. Mulvey, Supervisor
Adult Education Department
53 Jenkins Street
Providence, Rhode Island 02906

Dear Mary:

As you indicated in your November 26, 1969 letter, I have had contact with Project ARISE in its conceptual stage in development, through its literature and occasional meetings since.

I have personally found certain of the materials such as the Directory interesting and I would think quite helpful to those who required referral to the sources described.

Unfortunately, in our type of agency we have had very little occasion or need for some of the services that you have rendered to the community. However, I know they are valuable and should be continued.

I am sure that in your evaluation of this project the facts and figures will bear out the need to maintain this operation. I do hope that the proper authorities will come to the same conclusion.

My very best personal good wishes.

Sincerely,

S/ Bernard Carp

Bernard Carp
Executive Director

BC/gc

The Reverend Homer L.Trickett,D.D.
President
The Reverend Wayne Artis, Ph.D.
Executive Director

THE RHODE ISLAND STATE COUNCIL OF CHURCHES

2 Stimson Avenue, Providence, Rhode Island 02906
Telephone 861-1700 Area Code 401

January 20, 1970

Dear Dr. Mulvey,

I must, once again, thank you for renewing my interest in Adult Education. I look back to 1968, to the Conference that was held in Newport, where the new approaches in Adult Education and it's relationship to the development of a social personality and the excellent presentation made by Senator Claiborne D. Pell.

I think the ARISE program, (Adult Referral Information Service in Education) has accomplished a great deal, as illustrated through its ARISE directory, which gives the Educational programs by subjects or their contents, rather than the traditional way of just institution and address. The ability of your organization to make referrals to other organizations, which are functioning in the Adult Education by mail and telephone and personnel, can be illustrated by some of the referrals you have made to me, in what would, traditionally, not be considered, Adult Education problems.

I wish you continued success in setting up the ARISE program, and that we will be able to have more workshops and other conferences, as I've enjoyed these conferences and have found that they were enlightening and rejuvenating. Adult Education can be exciting.

Sincerely,

CLIFFORD R. MONTIERO
Community Contact Officer crm/b

Dr. Mary Mulvey
53 Jenkins Street
Providence, R. I. 02906

RHODE ISLAND COLLEGE
Established 1854
Providence, Rhode Island 02908

February 13, 1970

Dr. Mary C. Mulvey
Director of the Adult Education Program
Providence
Rhode Island

Dear Dr. Mulvey:

A year ago in December, 1968, you were very helpful as I was setting-up the Title I Program for disadvantaged adults. Currently, I am in the process of writing an evaluation of that particular program and I would appreciate a letter from you indicating any thoughts you might have concerning the success of the program or any suggestions concerning the future programs that might be sponsored under federal grants or under the auspices of the college. I am enclosing a single page description that was prepared shortly after the program got under way.

I do appreciate the help that you gave me in the past.

Sincerely,

S/Clem

Clement J. Hasenfus

CJH/cs
Enclosure

ADULT EDUCATION DEPARTMENT
PROVIDENCE PUBLIC SCHOOLS
53 JENKINS STREET • PROVIDENCE, RHODE ISLAND 02908
AREA CODE 401 • 272-4900, EXT. 241-242

DR. MARY C. MULVEY
SUPERVISOR

February 17, 1970

Mr. Clement J. Hasenfus
Rhode Island College
Providence, Rhode Island 02908

Dear Mr. Hasenfus:

In reference to your letter regarding the Title I Program for disadvantaged adults at Rhode Island College, I am happy to make my comments.

Over a three-year period ARISE, our Adult Referral and Information Service in Education, 35.3% of our requests for information have come from those whose educational level spans graduation from high school (or high school equivalency) through the 3rd year of college. The bulk of these have a high school diploma (23.4%). This indicates a definite demand for some kind of higher education.

Furthermore, we have found that, during the years 1967 through 1969, we have referred at least 162 persons to institutions of higher learning in response to their requests. There has been a consistent demand for flexible programs that will accommodate those who must work and yet wish to get more education, who need part-time academic work for a variety of personal reasons, whose academic standards may not be up to par and who wish to enter upon a study program gradually, and who have no funds but strong motivation to continue their education.

The Rhode Island College Program for the Disadvantaged has been a welcome and much-needed adjunct to the educational resources of this community. I feel that it is absolutely essential that this kind of opportunity be made available (in greater numbers, if possible) to the many undereducated, disadvantaged whites and blacks in this community. It also seems that this program would complement the work being done by the Urban Education Center and thus provide a steady stream of upgraded, upmotivated, and more productive persons from the Inner City who, in turn, would stimulate others toward upward mobility.

The Rhode Island College program is a fine one and should be continued and expanded to meet the demonstrated need for this kind of educational opportunity.

Sincerely,

S /Mary C. Mulvey

Mary C. Mulvey
Adult Education Supervisor

ERIC Clearinghouse
JAN 6 1970
on Adult Education

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ARISE

SENIOR
AIDES